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CONTENTS

	Page
Character Best Developed by Stimulating Worthy Purposes. <i>Milton Bennion</i>	1
Valley School Holds Summer Sessions at Foot of Mount Shasta. <i>Timon Covert</i>	3
Home Economics Course Influences Personal Conduct and Strengthens Character. <i>Helen Livingstone</i>	6
Rural School Children of California Are Familiar with High Class Music	7
Junior High School Course Based on Two Rotating Cycles. <i>Margaret Romer</i>	8
Americanization Activities by Parent-Teacher Associations. <i>Laura Underhill Kohn</i>	9
Editorials: Junior High Schools and College Entrance	10
Observe the Anniversary of the Constitution	10
National Education Association Meets at Philadelphia. <i>Katherine M. Cook</i>	11
Improvement of School Yard Becomes a Profitable Community Project. <i>Lou E. Ballenger</i>	12
Junior High Schools and College Entrance Requirements. <i>Arthur J. Klein</i>	16
Excellent Material for Kindergarten Instruction Often Available but Not Recognized. <i>Neele Theile and Datsy Weed</i>	18
Municipal Lodging House for Visiting School Children. <i>Robert W. Heingartner</i>	19
New Books in Education. <i>John D. Wolcott</i>	20
Vicarious Parenthood	page 3 of cover
General Objectives of Character Education	page 4 of cover

THE STORY OF THE DECLARATION OF INDEPENDENCE, a pamphlet of 20 pages, was recently published by the Bureau of Education in obedience to an act of Congress approved May 28, 1926. It contains the DECLARATION OF INDEPENDENCE, a brief summary of the historical events which resulted in its creation, and short biographical sketches of six of the foremost signers. It is intended to supply a copy of the pamphlet gratuitously to every school in the United States, both public and private. Any school superintendent who has not already received them may have, upon application to the Commissioner of Education, enough copies to supply every school building under his supervision. The number of buildings to be supplied should be stated in each application. The document is sold by the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents per copy, or \$1 per hundred.

The Declaration of Independence in facsimile, printed on excellent paper 29 inches by 34 inches, may be purchased from the Superintendent of Documents at 15 cents per copy, post paid.

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INDEX, SCHOOL LIFE, VOLUME 12

A

Abel, James F.: Earnestly striving to revive Irish language and literature, 98-99, no. 5, Jan.
 Ability grouping in New York high schools, 29, no. 2, Oct.
 Accident prevention: Course in New York University, 47, no. 3, Nov.
 Accrediting agency for Middle States secondary schools (Grizzell), 164, no. 9, May.
 Adams, Charles A.: Public schools week precursor of American Education Week, 77, no. 4, Dec.
 Adams, Selden C.: Superintendent's commission on the curriculum, 166, no. 9, May.
 Adolescent child: Psychology, extension classes, West Chester, Pa., 150, no. 8, Apr.
 Adult education: Association formed, 58, no. 3, Nov.; Brazil, 60, no. 3, Nov.; Buncombe County, N. C., 176-179, no. 9, May; general discussion, 33-35, no. 2, Oct.; Georgia, 184-187, no. 10, June; Prague, exhibit, 56, no. 3, Nov.; well-being and happiness promoted, 88-89, no. 5, Jan.; Welsh miners, 115, no. 6, Feb.
 Agricultural education: Bolivia, 31, no. 2, Oct.
 Agriculture: Vocational, Virginia, 155, no. 8, Apr.
 Alabama: Crippled children, rehabilitation work, 40, no. 3, Nov.; schoolhouses, defective flues principal cause of fires, 28, no. 2, Oct.
 Alabama girls win prizes for dressmaking, 29, no. 2, Oct.
 Alaska: Boy Scout troop organized at school at Cape Prince of Wales, 32, no. 2, Oct.; history of introduction or reindeer, 170, no. 9, May. *See also* Reindeer.
 Alaskan hospital ship: Successful cruise, 59, no. 3, Nov.
 Alaskan reindeer meat widely used as food in Northwest, 149, no. 8, Apr.
 Alderman, L. R.: Buncombe County's excellent work for adult illiterates, 176-179, no. 9, May; Well-being and happiness are promoted by adult study, 88-89, no. 5, Jan.
 Alumni (collegiate): Headquarters in 45 cities, 127, no. 7, Mar.
 America leads in education above elementary, 130-131, no. 7, Mar.
 American Association for Adult Education: Organization, 58, no. 3, Nov.
 American Association of University Women: Sponsors' child study, 82, no. 5, Jan.
 American Education Week: Observance, 77, no. 4, Dec.; 166, no. 9, May.
 American Education Week will long continue, 30, no. 2, Oct.
 American Home Economics Association: Home economics fellowship, 131, no. 7, Mar.; meeting, Asheville, N. C., 155, no. 8, Apr.
 American Library Association: Meeting, Atlantic City, N. J., 56, no. 3, Nov.
 Americanization activities by parent-teacher associations (Kohn), 9, no. 1, Sept.
 Americanization work: Connecticut, civic pilgrimage, 175, no. 9, May.
 Americans in Guatemala establish American school (Geissler), 32, no. 2, Oct.
 Americans invited to the French memorial celebration, 169, no. 9, May.
 Amoy, China: Education supported almost wholly by fees and private contributions, 29, no. 2, Oct.
 Annusson, Juri: Independent Estonia promptly established an educational system, 64-67, no. 4, Dec.
 Anthropometry: historical sketch, 128-129, no. 7, Mar.
 Arbor Day: California, Luther Burbank honored, 63, no. 4, Dec.
 Argentina: "United States schools," 108, no. 6, Feb.
 Army (United States): Correspondence courses, 152-153, no. 8, Apr.; training camps, 168-169, no. 9, May.
 Art: Circulating library, Picture club of Philadelphia, 59, no. 3, Nov.; Third International Exposition of Decorative Art, Monza, Italy, 7, no. 1, Sept.
 Ashbaugh, E. J.: Need of uniformity in certification of high-school teachers, 154-155, no. 8, Apr.
 Association of Colleges and Secondary Schools of the Middle States and Maryland: Grant to Commission on Secondary Schools from Carnegie Corporation, 187, no. 10, June.
 Athletics: Philippine schools, overemphasis, 56, no. 3, Nov.; Texas rural schools, 119, no. 6, Feb.
 Augusta, Kans.: Public-schools week, 90, no. 5, Jan.
 Australia: English schoolboys' tour, 160, no. 9, May; funds to mothers, 190, no. 10, June. *See also* Victoria.
 Australia (Western): Education, 171-173, no. 9, May; isolated children, instruction by correspondence, 188-189, no. 10, June.

B

Ballenger, Lou E.: Improvement of school yard becomes profitable community project, 12-15, no. 1, Sept.
 Baltimore, Md.: Kindergarten children, vocabulary, 49, no. 3, Nov.; kindergarten pupils, record card, 146, no. 8, Apr.; public schools, bird boxes made by scholars, 49, no. 3, Nov.; school orchestras, 158, no. 8, Apr.; study of home economics, public schools, 165-166, no. 9, May; summer schools, advantageous to many children, 96, no. 5, Jan.; Western High School, home study investigation, 109, no. 6, Feb.

Banking and elementary economics: High schools, Wisconsin, 109, no. 6, Feb.
 Basel, Switzerland: Expenditures for public education, 60, no. 3, Nov.
 Bath house attendants: Training school, Hot Springs National Park, 71, no. 4, Dec.
 Baybay Agricultural School, Leyte, P. I.: Rubber seedlings' grain for distribution, 122, no. 7, Mar.
 Belden, Charles F. D.: Looking forward to wider usefulness for public libraries, 69, no. 3, Nov.
 Bennion, Milton: Character best developed by stimulating worthy social purposes, 1-2, no. 1, Sept.
 Bible study: Portland, Oreg., high-school students, 39, no. 2, Oct.
 Bird boxes: Made by boys in industrial art shops, Baltimore (Md.) public schools, 49, no. 3, Nov.
 Bird life: Conservation, Rockford Park, Wilmington, Del., 108, no. 10, June.
 Bishop, Nathan: First full-time city school superintendent, 70, no. 4, Dec.
 Black Rock, Conn.: Juvenile protection, 91, no. 5, Jan.
 Blais, Ralph J.: Industrial school in contact with manufacturing establishments, 93, no. 5, Jan.
 Bliss, Walton B.: Good citizenship built upon civic integrity in high school, 121-122, no. 7, Mar.
 Bohemia: Children go to school on skis, 58, no. 3, Nov.
 Bolivia: Agricultural education, 31, no. 2, Oct.
 Bostwick, Arthur E.: Children learn from libraries because they are interested, 51, no. 3, Nov.
 Botany: University of Texas, 115, no. 6, Feb.
 Boy Scouts: Organized in Alaskan school, 32, no. 2, Oct.
 Brannon, Melvin A.: Institution's location based on scientific survey, 48, no. 3, Nov.
 Brazil: Commercial schools, new regulations, 28, no. 2, Oct.; diffusion of primary education, 60, no. 3, Nov.; girls' reform school, Recife, 60, no. 3, Nov.; rural primary schools and night schools for adults, 60, no. 3, Nov.; "United States schools," 108, no. 6, Feb.
 Brazilian school named in honor of the United States (Morgan), 131, no. 7, Mar. *See also* "Escuela Municipal Estados Unidos."
 Buncombe County's excellent work for adult illiterates (Alderman), 176-179, no. 9, May.
 Bunker, Frank F.: Education in Hawaii is directed to students of many races, 105-108, no. 6, Feb.
 Bureau of Education: *See* United States Bureau of Education.
 Butler, Nicholas M.: Essence of education, page 3 of cover, no. 3, Nov.; Lay the foundation for higher intellectual and spiritual life, page 4 of cover, no. 6, Feb.
 Byler, Mrs. James W.: Washington associations aid dependent children, 97, no. 5, Jan.

C

California: Juvenile protection, 91, no. 5, Jan.; Public Schools Week, 77, no. 4, Dec.; Sonoma County rural schools, observance of National Music Week, 7, no. 1, Sept.; teacher placement, 139, no. 7, Mar.
 Camp summer school housed in comfortable residence halls (Cassidy), 94-96, no. 5, Jan.
 Carnegie Corporation: Grant to Commission on Secondary Schools, Association of Colleges and Secondary Schools of the Middle States and Maryland, 187, no. 10, June.
 Cassidy, Rosalind: A camp summer school housed in comfortable residence halls, 94-96, no. 5, Jan.
 Catholic schools: Growth in United States, 32, no. 2, Oct.
 Certification of teachers: High schools, Need of uniformity, 154-155, no. 8, Apr.
 Character best developed by stimulating worthy social purposes (Bennion), 1-2, no. 1, Sept.
 Character education: General objectives, page 4 of cover, no. 1, Sept.
 Character training: Work of "Knighthood of Youth," 36-37, no. 2, Oct.
 Charles University, Prague: Attendance 119 no. 6, Feb.
 Chicago Normal College: Song contests, 96, no. 5, Jan.
 Chico (Calif.) State Teachers College: Summer School, 3-5, no. 1, Sept.
 Child, George N.: A year of school life saved to children of Salt Lake City, 153, no. 8, Apr.
 Child care taught with living subject, 68-69, no. 4, Dec.
 Child health: Promotion by parent-teacher associations, 147-148, no. 8, Apr.
 Child study: Fostered by university women, 82, no. 5, Jan.
 Child Study Association of America: Conference to consider newer ways of dealing with children, 56, no. 3, Nov.
 Children go to school on school skis (Lippert), 58, no. 3, Nov.
 Children learn from libraries because they are interested (Bostwick), 51, no. 3, Nov.
 Chilean students with American correspondents (Hopper), 7, no. 1, Sept.
 Chili: Practical and cultural courses for railway employees and families, 60, no. 3, Nov.
 Christmas season in the schools (Reynolds), page 3 of cover, no. 4, Dec.
 Cities maintain schools in great variety, 23, no. 2, Oct.
 Citizenship: Built upon civic integrity in high school, 121-122, no. 7, Mar.

City school board organized for efficient administration (Shull), 38-39, no. 2, Oct.
 City school superintendent: First in United States, 70, no. 4, Dec.
 Civic integrity in high schools: Good citizenship built upon, 121-122, no. 7, Mar.
 Civilization has become a matter of applied science, page 4 of cover, no. 8, Apr.
 Classics: Providence, R. I., high schools, 29, no. 2, Oct.
 Code of ethics for parent-teacher associations (Pryor), page 3 of cover, no. 7, Mar.
 College attendance beneficial, even in failure, 30, no. 2, Oct.
 College catalogs aid high-school advisers, 108, no. 10, June.
 College entrance requirements: And junior high schools, 10 no. 1, Sept; and junior colleges, 16-17, no. 1, Sept.
 College teaching: Discussion of objectives, page 3 of cover, no. 8, Apr.
 Colleges and universities: Accredited, greatest number in New York State, 18, no. 1, Sept.; freshmen problems, 21-23, no. 2, Oct.; function to train common citizen, page 3 of cover, no. 2, Oct.; parent-teacher work, courses, 57, no. 3, Nov.; Prague, Czechoslovakia, 119, no. 6, Feb.; preliminary instruction of freshmen, 7, no. 1, Sept.; residence and migration of students, 133-134, no. 7, Mar. *See also* Higher education; Universities.
 Cologne, Germany: Vocational guidance, 109, no. 6, Feb.
 Colorado: Juvenile protection, 91, no. 5, Jan.
 Commercial education: Leeds, England, 123-127, no. 7, Mar.
 Commercial problems in accounting: Philippine School of Commerce, 51, no. 3, Nov.
 Commercial schools: Brazil, new regulations, 28, no. 2, Oct.
 Commission on Secondary Schools (Association of Colleges and Secondary Schools of the Middle States and Maryland): Grant from Carnegie Corporation, 187, no. 10, June; meeting, Philadelphia, 164, no. 9, May.
 Commonwealth Fund: Fellowships for Englishmen in American universities, 195, no. 10, June.
 Complete State support wisest way to finance public schools (Swift), 81-82, no. 5, Jan.
 Compulsory education law: Cuba, 39, no. 2, Oct.
 Comstock, Lula M.: Cities maintain schools in great variety, 23, no. 2, Oct.
 Conditions favor integration of junior colleges with high schools (Koon), 161-164, no. 9, May.
 Congress of Neurology and Psychiatry, France: Americans invited, 169, no. 9, May.
 Congress of Parents and Teachers: Juvenile protection work, 91, no. 5, Jan.
 Congress of Parents and Teachers conducts courses for parents (Wilkinson), 57-58, no. 3, Nov.
 Connecticut: Compensation to member of a town school committee not authorized, 148, no. 8, Apr.
 Connecticut Americanization classes make civic pilgrimage, 175, no. 9, May.
 Conservation of bird life made a community interest (Findlay), 198, no. 10, June.
 Consolidation of schools: Farmington, Conn., 53-56, no. 3, Nov.
 Constitution Day: Enrollment for free correspondence courses, 2, no. 1, Sept.
 Constitution of the United States: Anniversary, 10, no. 1, Sept.
 Cook, Katherine M.: Impressions of the Dallas meeting, Department of Superintendence, 181, no. 8, Apr.; National Education Association meets at Philadelphia, 11, no. 1, Sept.
 Coolidge, Calvin: Greetings to Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, page 4 of cover, no. 10, June.
 Correspondence courses: Land-grant colleges, women taking, 58, no. 3, Nov.; United States Army, 152-153, no. 8, Apr.; Western Australia, 188-189, no. 10, June.
 Costa Rica: American teachers of English, 169, no. 10, June; teachers' salaries, 60, no. 3, Nov.
 Costa Rica offers prizes to native authors, 119, no. 6, Feb.
 County boards of education: North Carolina, 139, no. 7, Mar.
 Courses of Study: State, 30, no. 2, Oct.
 Covert, Timon: Valley school holds summer sessions at foot of Mount Shasta, 3-5, no. 1, Sept.
 Crime: Scientific study, Columbia University, 27, no. 2, Oct.
 Crippled children: Rehabilitation work, Alabama, 49, no. 3, Nov.; Richmond (Va.), hospitals, education, 49, no. 3, Nov.
 Crook County, Wyo.: Teachers and professional training, 189, no. 10, June.
 Crusader spreading the gospel of health, ethics, and patriotism (Hammond) 167-69, no. 9, May.
 Cuba: Compulsory education law, 39, no. 2, Oct.; "technical attaché in public instruction," 60, no. 3, Nov.
 Culture of new and liberal tendencies evolved by Mexican people (Fernald), 143-146, no. 8, Apr.
 Curriculum: Superintendents' commission on, 166, no. 9, May.

Curtis, Henry S.: Volley ball an excellent game for schools, 48, no. 3, Nov.
 Czech language: Required subject in secondary schools and training colleges for teachers, Czechoslovakian Republic, 60, no. 3, Nov.
 Czechoslovakia: Hotels for university students, 67, no. 4, Dec.; instruction on constitution, 60, no. 3, Nov.; kindergartens, 173, no. 9, May; public school houses used for instruction of illiterate soldiers, 17, no. 1, Sept.; schools for foresters, 139, no. 7, Mar.; teachers elect members of school board, 153, no. 8, Apr.; teachers of trade continuation schools, 60, no. 3, Nov.
 Czechoslovakian university well attended, 119, no. 6, Feb.

D

Dallas meeting of the Department of Superintendence (Adams), 135, no. 7, Mar.
 Dalton plan: Use in various cities, 108, no. 6, Feb.; Use of library increased, 49, no. 3, Nov.
 Danielson, Clarence H.: Successful governmental experiment in correspondence instruction, 152-153, no. 8, Apr.
 Davis, Mary D.: Conference of Council of Parental Education, 71, no. 4, Dec.
 Davis, Roy T.: Trained Americans teach English in Costa Rica, 196, no. 10, June.
 Dawson, Allan: New regulations prescribed for Brazilian commercial schools, 28, no. 2, Oct.
 Deans of women: Formal instruction, 86, no. 5, Jan.
 Definition-hunting: Milwaukee, Wis., public schools, 39, no. 2, Oct.
 Delaware: State participation in cost of public education, 155, no. 8, Apr.
 Deming, Robert C.: Connecticut Americanization classes make civic pilgrimage, 175, no. 9, May.
 Denmark: School sessions, 60, no. 3, Nov.
 Dental hygienists: New York State, employed in schools, 27, no. 2, Oct.
 Department of Superintendence (National Education Association): Fourth curriculum study, 156, no. 9, May; meeting, Dallas, Tex., 135, no. 7, Mar. 151, no. 8, Apr.; meeting, Boston, Mass., 169, no. 9, May; resolution on children of rural districts, 142, no. 8, Apr.; resolution on U. S. Bureau of Education, 164, no. 9, May.
 Dependent children: Washington, D. C., 97, no. 5, Jan.
 Detroit, Mich.: Home economics, Cass Technical High School, 6-7, no. 1, Sept.; part-time employment of intermediate school children, 51, no. 3, Nov.; trade schools, 148, no. 8, Apr.
 Detroit College of Medicine and Surgery: Work, 127, no. 7, Mar.
 Diphtheria immunity for New York children, 27, no. 2, Oct.
 Diphtheria test (Schick): Given pupils in Shelby County, Ohio, 29, no. 2, Oct.
 Diplomas: State normal schools, Pennsylvania, 44, no. 3, Nov.
 Discuss contemporary issues courageously and frankly, page 3 of cover, no. 8, Apr.
 Dow, Edward: Intercourse of Dutch and American pupils, 19, no. 1, Sept.
 Dressmaking: Alabama girls win prizes, 29, no. 2, Oct.
 Duluth, Minn.: Leadership classes, 57, no. 3, Nov.
 Dutch and American pupils: Correspondence between, 19, no. 1, Sept.
 Dyeing: Model school and factory, Punjab, India, 32, no. 2, Oct.

E

Earnestly striving to revive Irish language and literature (Abel), 98-99, no. 5, Jan.
 Eastern countries. See Oriental service.
 Eastern Montana Normal School: Location based on scientific survey, 48, no. 3, Nov.
 Eaton, George A.: Year of school life saved to children of Salt Lake City, 153, no. 8, Apr.
 Educating a scanty population scattered over enormous area, 171-173, no. 9, May.
 Education: Items from various sources, 60, no. 3, Nov.
 Education and industry: Leeds, England, bridging gap between, 123-127, no. 7, Mar.
 Education in Amoy supported wholly by fees and private contributions (Webber), 29, no. 2, Oct.
 Education in Hawaii is directed to students of many races (Bunker), 165-168, no. 6, Feb.
 Educational agency of great value, 50, no. 3, Nov.
 Educational associations: American Association for Adult Education, organization, 58, no. 3, Nov.; American Association of University Women, sponsors child study, 82, no. 5, Jan.; American Home Economics Association, meeting, Asheville, N. C., 155, no. 8, Apr.; Association of Colleges and Secondary Schools of the Middle States and Maryland, grant to Commission on Secondary Schools from Carnegie Corporation, 187, no. 10, June; Child Study Association of America, meeting, Baltimore, Md., 56, no. 3, Nov.; Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Middle States and Maryland, meeting, Philadelphia, Pa., 164, no. 9, May; Congress of Parents and Teachers, juvenile protection work, 91, no. 5, Jan.; four international conferences, 110, no. 6, Feb.; International Education Conference, meeting, Prague, Czechoslovakia, 103, no. 6, Feb.; International Federation of Students, meeting, Prague, 58, no. 3, Nov.; International Kindergarten Union, report of reading readiness committee, 74-76, no. 4, Dec.; National Committee on Research in Secondary Educa-

tion, meeting, Dallas, Tex., 159, no. 8, Apr.; National Committee on Home Education, meeting, Washington, D. C., 56, no. 3, Nov.; National Committee on Research in Secondary Education, studies, 92-93, no. 5, Jan.; National Congress of Parents and Teachers, meeting, Oakland, Calif., 127, no. 7, Mar., preschool work, 111, no. 6, Feb., "summer round-up," 31, no. 2, Oct.; National Council of Parental Education, meeting, Detroit, Mich., 71, no. 4, Dec.; New Education Fellowship, meeting, Locarno, Switzerland, 111, no. 6, Feb.; World Conference on Education, meeting, Toronto, Canada, Aug. 7-12, 108, no. 6, Feb. See also Department of Superintendence; National Education Association; Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation. Educational literature. See New books in education; Recent publications, U. S. Bureau of Education. Educational surveys: Rutgers University, 50, no. 3, Nov.
 Effective thrift work by parent-teacher associations (Wilkinson), 68-69, no. 4, Dec.
 Elbeuf, France: Industrial manufacturing school, 93, no. 5, Jan.
 Elementary schools: Six-year, 19, no. 1, Sept.
 Ellis, Leon H.: American school in Guatemala begins auspiciously, 127, no. 7, Mar.
 Engert, C. Van H.: Professors for Chile engaged in Europe, 150, no. 8, Apr.
 Engineering education: Increase in number of students, 35, no. 2, Oct.
 England: Technical courses desired, 50, no. 3, Nov.
 England and Wales: School hygiene, 138-139, no. 7, Mar.
 English city has bridged the gap between education and industry (Graham), 123-127, no. 7, Mar.
 English language: Costa Rica, American teachers, 199, no. 10, June; Paraguay, schools and colleges, 60, no. 3, Nov.
 English schoolboys make tour of Australia, 169, no. 9, May.
 "Escuela Municipal Estados Unidos," 130, no. 7, Mar.
 Essence of education: Page 4 of cover, no. 3, Nov.
 Estonia: Educational system, 64-67, no. 4, Dec.; ruling on name by Geographic Board, 70, no. 4, Dec.
 Examinations to measure assimilation of knowledge (Lowell), page 4 of cover, no. 9, May.
 Excellent material for kindergarten instruction often available but not recognized (Theile and Weed), 18, no. 1, Sept.
 "Excursion day": Prairie View State Normal and Industrial College, Texas, 119, no. 6, Feb.
 Expositions: Educational value, 50, no. 3, Nov.
 Eyesight Conservation Council of America: Bulletin, 59, no. 3, Nov.

F

Fabricant, Josephine M.: A teacher's thanksgiving, page 4 of cover, no. 4, Dec.; Truants, page 3 of cover, no. 9, May; Vicarious parenthood, page 3 of cover, no. 1, Sept.
 Farmers, Alabama Polytechnic Institute, short courses, 82, no. 5, Jan.
 Farmington, Conn.: Consolidation of schools, 53-56, no. 3, Nov.
 Faulkner, Mary: Home economics to solve problems of social relationships, 165-166, no. 9, May.
 Federal irrigation projects, 115, no. 6, Feb.
 Fellowships for Englishmen in American universities, 195, no. 10, June.
 Fernald, Frances M.: Culture of new and liberal tendencies evolved by Mexican people, 143-146, no. 8, Apr.
 Ferriss, Emory N.: Wide variations of practice in small junior high schools, 193-195, no. 10, June.
 Filipinos too enthusiastic in athletics, 56, no. 3, Nov.
 Findlay, Violet: Conservation of bird life made a community interest, 198, no. 10, June.
 Fire: Alabama schoolhouses, defective flues principal cause, 28, no. 2, Oct.
 First city school superintendent, 70, no. 4, Dec.
 Fletcher, Henry P.: Italian Government permits exchange of professors, 142, no. 8, Apr.
 For the interchange of ideas and experiences of Pacific nations (Work), 101-103, no. 6, Feb.
 "Foreign language schools," Hawaii: Supreme Court decisions, 158, no. 8, Apr.
 Foremost need of American secondary education (Pritchett), page 4 of cover, no. 5, Jan.
 Foresters: Schools in Czechoslovakia, 139, no. 7, Mar.
 Four international educational conferences are coming, 110, no. 6, Feb.
 Free lectures: Board of Education, New York City, declining, 169, no. 6, Feb.
 French language: Virginia high schools, 119, no. 6, Feb.
 Freshmen problems are the most difficult that colleges must meet (Klein), 21-23, no. 2, Oct.
 Function of the college to train the common citizen (Klein), page 3 of cover, no. 2, Oct.
 Further development of junior colleges seems inevitable, 190, no. 10, June.

G

Games: Volley ball, 48, no. 3, Nov.
 Games and equipment for rural schools, 166, no. 9, May.
 Gardeners: School for training professional, Czechoslovakia, 159, no. 8, Apr.
 Geissler, Arthur: Americans in Guatemala establish American school, 32, no. 2, Oct.
 General Education Board: Civilization has become a matter of applied science, page 4 of cover, no. 8, Apr.

General objectives of character education, page 4 of cover, no. 1, Sept.
 General survey of Rutgers University, 50, no. 3, Nov.
 George Peabody College for Teachers: Bequest, 70, no. 4, Dec.
 George Washington University: Social intelligence tests, 71, no. 4, Dec.
 Georgia: Revolving farms plan, 184-187, no. 10, June.
 Girl Scouts: United States, statistics, 127, no. 7, Mar.
 Glass, James M.: Mission of junior high school is in articulation and guided exploration, 112-115, no. 6, Feb.
 Good citizenship built upon civic integrity in high school (Bliss), 121-122, no. 7, Mar.
 Good habits: Formation among children, 156-158, no. 8, Apr.
 Graham, James: English city has bridged the gap between education and industry, 123-127, no. 7, Mar.
 Greek: William Penn Charter School, Philadelphia, Pa., enrollment, 131, no. 7, Mar.
 Greenleaf, Walter J.: High-school students as wage earners, 17, no. 1, Sept.
 Grizzell, E. D.: Accrediting agency for Middle States secondary schools, 164, no. 9, May; Aid for Commissions on Secondary Schools, 187, no. 10, June.
 Guatemala: Americans established school, 32, no. 2, Oct.; American schools, 127, no. 7, Mar.

H

Haeblerle, A. T.: Result of war on Saxon school enrollment, 153, no. 8, Apr.
 Haiti: Practical work for rural-school pupils, 39, no. 2, Oct.
 Hammond, John H.: A crusader spreading the gospel of health, ethics, and patriotism, 167-169, no. 9, May.
 Handicapped children: Marion, Ill., preparation of teachers for, 155, no. 8, Apr.
 Harvard University: Fewer hours of teaching, 169, no. 9, May.
 Haviland, Mary S.: "Knighthood of youth"—a new solution of an old problem, 36-37, no. 2, Oct.
 Hawaii: Education, 105-108, no. 6, Feb.; "foreign language schools," decision of Supreme Court regarding, 158, no. 8, Apr.; libraries, 27, no. 2, Oct.; problems in education and engineering, 101-103, no. 6, Feb.
 Hawaii National Park, volcanic phenomena and gorgeous vegetation, 116-118, no. 6, Feb.
 Health education: Normal schools, Connecticut, 27, no. 2, Oct.
 Health training: U. S. Army training camps, 167-169, no. 9, May.
 Heingartner, Robert W.: Municipal lodging house for visiting school children, 19, no. 1, Sept.
 High school of Practical Arts, Boston, Mass.: Store course in retail selling, 131, no. 7, Mar.
 High-school students as wage earners (Greenleaf), 17, no. 1, Sept.
 High schools: Certification of teachers, need of uniformity, 154-155, no. 8, Apr.; good citizenship built upon civic integrity in, 121-122, no. 7, Mar.; integration with junior colleges, 161-164, no. 9, May; Michigan, homogeneous grouping of pupils, 52, no. 3, Nov.; New York State, ability grouping, 29, no. 2, Oct.; Philippine Islands, tuition charge considered, 58, no. 3, Nov.; students in Greek classes, William Penn Charter School, Philadelphia, Pa., 131, no. 7, Mar.
 Higher education, object, 61-63, no. 4, Dec. See also Colleges and universities; Universities.
 Hiram College, Ohio: Self-help, 135, no. 7, Mar.
 History (local): Taylor (Tex.) High School, 32, no. 2, Oct.
 Hitch, Calvin M.: Expenditures for public education in Basel, Switzerland, 60, no. 3, Nov.
 Home economics course influences personal conduct and strengthens character (Livingstone), 6-7, no. 1, Sept.
 Home economics fellowship: American Home Economics Association, 131, no. 7, Mar.
 Home economics to solve problems of social relationships (Faulkner), 165-166, no. 9, May.
 Home education committee: Meeting, Washington, D. C., 56, no. 3, Nov.
 Home improvement: Teachers' aid, Lineville, Ala., 49, no. 3, Nov.
 Home making: New York City, public schools, 78-79, no. 4, Dec.
 Home study: Western High School, Baltimore, Md., investigation among pupils, 109, no. 6, Feb.
 Homogeneous grouping: Michigan high schools, value, 52, no. 3, Nov.
 Homesteads: Acquired by pupils, Isabela (P. I.) Provincial High School at Cabagan.
 Honour, Theo.: Pan-Pacific Conference in Honolulu marks beginning of new epoch, 191-192, 195, no. 10, June.
 Hoover, Herbert: On free universal education, 28, no. 2, Oct.
 Hopper, George D.: Chilean students wish American correspondents, 7, no. 1, Sept.
 Household equipment: Milwaukee, Wis., high schools, 131, no. 7, Mar.
 How home making is taught in New York City public schools (Westfall), 78-79, no. 4, Dec.

I

If youth but knew that which men for themselves must learn (Work), page 4 of cover, no. 7, Mar.
 Illiteracy: North Dakota, campaign against, 108, no. 6, Feb.; Porto Rico, campaign against, 67, no. 4, Dec.; India, 47, no. 3, Nov.

N

- National Association of Parents and Teachers: Michigan brand, membership, 27, no. 2, Oct.
National Child Welfare Association. See Knighthood of Youth.
National Committee on Home Education: Meeting, Washington, D. C., 56, no. 3, Nov.
National Committee on Research in Secondary Education: Meeting, 122, no. 7, Mar.; program of studies, 92-93, no. 5, Jan.; (Wines), 159, no. 8, Apr.
National Congress of Parents and Teachers: Meeting, Oakland, Calif., 127, no. 7, Mar.; preschool work, 111, no. 6, Feb.; "summer round-up," 31, no. 2, Oct.
National Council of Parental Education: Meeting, Detroit, Mich., 71, no. 4, Dec.
National Education Association: Meeting, Philadelphia, Pa., 11, no. 1, Sept.; report of committee on character education, 1-2, no. 1, Sept. See also Department of Superintendence.
National Education Association (Committee on Character Education): General objectives of character education, page 4 of cover, no. 1, Sept.
National Education Association meets at Philadelphia (Cook), 11, no. 1, Sept.
National Music Week: Sonoma County, Calif., rural schools, 7, no. 1, Sept.
National parks are field laboratories for the study of nature (Mather), 41-44, no. 3, Nov.
National Physical Education Service: Activities, 73-73, no. 4, Dec.
National Recreation Congress: Meeting, Atlantic City, N. J., 71, no. 4, Dec.
National Recreation School, New York City: Training for leaders, 87, no. 5, Jan.
Nature study: National parks as field laboratories, 41-44, no. 3, Nov.
Need of uniformity in certification of high-school teachers (Ashbaugh), 154-155, no. 8, Apr.
Needs of many nations frankly set forth, 190, no. 10, June.
Nevada family: Public school for a single, 27, no. 2, Oct.
New books in education (Walcott), 20, no. 1, Sept.; 40, no. 2, Oct.; 80, no. 4, Dec.; 100, no. 5, Jan.; 120, no. 6, Feb.; 140, no. 7, Mar.; 160, no. 8, Apr.; 180, no. 9, May; 200, no. 10, June.
New Education Fellowship: Meeting, Locarno, Switzerland, 111, no. 6, Feb.
New regulations prescribed for Brazilian commercial schools (Dawson), 28, no. 2, Oct.
New school provides training for leaders in recreation (Pangburn), 87, no. 5, Jan.
New York City: Diphtheria immunity for children, 27, no. 2, Oct.; public schools, home making, 78-79, no. 4, Dec.; school savings banks, deposits, 32, no. 2, Oct.; school visiting, 19, no. 1, Sept.; supervisor of thrift, 49, no. 3, Nov.
New York State: Accredited colleges, 18, no. 1, Sept.; dental hygienists employed in schools, 27, no. 2, Oct.; high schools, ability grouping, 20, no. 2, Oct.; public schools, religious instruction, 119, no. 6, Feb.
New York University: Accident prevention course, 47, no. 3, Nov.
Nicaragua: Government scholarships for education in foreign countries, 99, no. 5, Jan.
Nielson, Minnie J.: Campaign against illiteracy in North Dakota, 108, no. 6, Feb.
Normal schools: Connecticut, course in health education for nurses engaged in public-school health work, 27, no. 2, Oct.; Pennsylvania, more men in, 28, no. 2, Oct. See also Eastern Montana Normal School.
Normal schools (State): Pennsylvania, diplomas, 44, no. 3, Nov.
North Carolina: County boards of education, representative men on, 139, no. 7, Mar.; education of adult illiterates in Buncombe County, 176-179, no. 9, May; medical extension classes, 131, no. 7, Mar.
North Dakota: Campaign against illiteracy, 108, no. 6, Feb.; juvenile protection, 91, no. 5, Jan.
Nova Scotia: Graduates of normal schools, 139, no. 7, Mar.
Nursery-school problems discussed by New York conferences, 189, no. 10, June.

O

- Ohio State University: Seventh annual education conference, 115, no. 6, Feb.
Oklahoma: Nine months' school term, 160, no. 9, May. Only those should teach who reach acceptable standards (Russell), page 3 of cover, no. 5, Jan.
Ontario: School teaching on moving train, 44, no. 3, Nov.
Orchestras (school): Baltimore, Md., 158, no. 8, Apr.
Oregon: Parents' educational bureau, 57, 58, no. 3, Nov.
Oregon State department issues Bible study course, 30, no. 2, Oct.
Organized summer camps for children have proved their worth (Ready), 24-27, no. 2, Oct.
Oriental service: School of Oriental Studies, London, 119, no. 6, Feb.

P

- Pan-American interchange of students and professors, 119, no. 6, Feb.
Pan-Pacific Conference in Honolulu marks beginning of new epoch (Honour) 191-192, 195, no. 10, June.

- Illiterates: Education of adults, Buncombe County, N. C., 176-179, no. 9, May; teaching, 170, no. 9, May. Important studies in secondary education are in progress, 92-93, no. 5, Jan.
Impressions of the Dallas meeting, Department of Superintendence (Cook), 151, no. 8, Apr.
Improvement of school yard becomes profitable community project (Ballenger), 12-15, no. 1, Sept.
Independent Estonia promptly established an educational system (Annusson), 64-67, no. 4, Dec.
India: Education, 47, no. 3, Nov.; illiteracy, 47, no. 3, Nov.; model school and factory, dyeing, 32, no. 2, Oct.; students in schools and colleges of Great Britain, 199, no. 10, June.
Indiana: Prevocational school for retarded girls, 83-86, no. 5, Jan.; teachers institutes, extension study, 139, no. 7, Mar.
Indianapolis (Ind.): Grade Teachers' Association, scholarship fund, 158, no. 8, Apr.
Industrial arts: Training teachers, Maryland, 150, no. 8, Apr.
Industrial school in contact with manufacturing establishments (Blais), 93, no. 5, Jan.
Industry and education: Leeds, England, bridging gap between, 123-127, no. 7, Mar.
Intelligence tests: George Washington University, 71, no. 4, Dec.
Intermediate school pupils work out of school hours, 51, no. 3, Nov.
International congress of students at Prague (Lippert), 58, no. 3, Nov.
International Education Conference: Meeting, Prague, Czechoslovakia, 103, no. 6, Feb.
International Exposition of Decorative Art (Third): Meeting, Monza, Italy, 7, no. 1, Sept.
International Federation of Students: Meeting, Prague, 58, no. 3, Nov.
International Kindergarten Union: Reading readiness committee, report, 74-76, no. 4, Dec.
Irish language and literature: Efforts to revive, 98-99, no. 5, Jan.
Ironwood, Mich.: Public school library, 87, no. 5, Jan.
Irrigation: United States, 115, no. 6, Feb.
Isolated children receive instruction by correspondence, 188-189, no. 10, June.
Italians make display of decorative art, 7, no. 1, Sept.
Italy: Universities, exchange of professors, 142, no. 8, Apr.

J

- Japanese: Schools in Hawaii, 106-107, no. 6, Feb.
Jay, Peter A.: Pan-American interchange of students and professors, 119, no. 6, Feb.
Judd, Charles H.: A six-year elementary school, 19, no. 1, Sept.
Junior colleges: Further development, 190, no. 10, June; integration with high schools, 161-64, no. 9, May.
Junior high-school course based on two rotating cycles (Romer), 8-9, no. 1, Sept.
Junior high schools: Mission, 112-115, no. 6, Feb.; variations of practice, 193-195, no. 10, June.
Junior high schools and college entrance requirements (Klein), 16-17, no. 1, Sept.
Juvenile delinquency: Chicago, Ill., subnormality a factor, 76, no. 4, Dec.
Juvenile protection work of Congress of Parents and Teachers (Wilkinson), 91, no. 5, Jan.

K

- Kansas City, Mo.: Parents' extension committee, 57, no. 3, Nov.
Kindergarten children: Baltimore, Md.; vocabulary, 49, no. 3, Nov.
Kindergartens: Baltimore, Md., record card for pupils, 146, no. 8, Apr.; Czechoslovakia, 173, no. 9, May; material for instruction, 18, no. 1, Sept.; Paraguay, 18, no. 1, Sept.
Klein, Arthur J.: Freshman problems are the most difficult that colleges must meet, 21-23, no. 2, Oct.; Function of the college to train the common citizen, page 3 of cover, no. 2, Oct.; Junior high schools and college entrance requirements, 16-17, no. 1, Sept.
"Knighthood of Youth"—a new solution of an old problem (Haviland), 36-37, no. 2, Oct.
Kohn, Laura U.: Americanization activities by parent-teacher associations, 9, no. 1, Sept.
Koos, Leonard V.: Conditions favor integration of junior colleges with high schools, 161-164, no. 9, May.
Kreeck, George: Kindergartens in Paraguay, 18, no. 1, Sept.; Study of English in schools and colleges in Paraguay, 60, no. 3, Nov.

L

- Labor problems: Books in American libraries, 32, no. 2, Oct.
Lamport, Adelaide: Prevocational school serves special needs of retarded girls, 83-86, no. 5, Jan.
Land-grant colleges: Extension and correspondence courses, excess of women taking, 58, no. 3, Nov.
Languages of nations: Schools changing, 90-91, no. 5, Jan.
Latin: Providence, R. I., high school, 29, no. 2, Oct.
Latin students: Thomas Jefferson High School, New York City; highest in intelligence, 127, no. 7, Mar.
Lay the foundation for higher intellectual and spiritual life (Butler), page 4 of cover, no. 6, Feb.
Leadership courses, 57-58, no. 3, Nov.

- Leeds, England: Bridging gap between education and industry, 123-127, no. 7, Mar.
Legitimate field of university is to inculcate the habit of learning (Work), 61-63, no. 4, Dec.
Leland Stanford Junior University: Elimination of freshmen and sophomore classes anticipated, 58, no. 3, Nov.
Let us profit by Australian experience, 150, no. 8, Apr.
Libraries: Books on labor problems, 32, no. 2, Oct.; children's work, 51, no. 3, Nov.; county service, 115, no. 6, Feb.; Jewish centers, 139, no. 7, Mar.; school, foremost in struggle for universal education, 45-47, no. 3, Nov.; Picture Club of Philadelphia, circulating library of art, 59, no. 3, Nov.; Prague, for workmen, 15, no. 1, Sept.; use increased under Dalton plan, 49, no. 3, Nov.; wider usefulness of public, 59, no. 3, Nov.
Library car: Missoula County (Mont.), 187, no. 10, June.
Library facilities in outlying dependencies, 27, no. 2, Oct.
Lineville, Ala.: Teacher's aid in home improvement, 49, no. 3, Nov.
Lippert, Emanuel V.: Children go to school on school skis, 58, no. 3, Nov.; Czechoslovakia university well attended, 119, no. 6, Feb.; International Congress of students at Prague, 58, no. 3, Nov.; Living accommodations for Czechoslovakian students, 67, no. 4, Dec.; Many small libraries for Prague workmen, 15, no. 1, Sept.; Methods and results of adult education, 56, no. 3, Nov.; Notes of Czechoslovakian kindergarten, 173, no. 9, May; Physicians give instruction for better motherhood, 30, no. 2, Oct.; Prague conducting active crusade against tuberculosis, 29, no. 2, Oct.; School for training professional gardeners, 159, no. 8, Apr.; Teachers elect members of school board, 153, no. 8, Apr.; Ten schools for training professional foresters, 139, no. 7, Mar.
Little, Martha R.: Whole families are at school under revolving farms plan, 184-187, no. 10, June.
Livingstone, Helen: Home economics course influences personal conduct and strengthens character, 6-7, no. 1, Sept.
Lloyd, Alfred H.: Inadequacy of teachers' salaries, 58, no. 3, Nov.
London: Enrollment of children of compulsory school age, 60, no. 3, Nov.
Looking forward to wider usefulness for public libraries (Helden), 59, no. 3, Nov.
Lowell, A. Lawrence: Examinations to measure assimilation of knowledge, page 4 of cover, no. 9, May.
Luther Burbank honored in Arbor Day, 63, no. 4, Dec.

M

- McAndrew, William: Quality and responsibility of teaching, page 4 of cover, no. 2, Oct.
McBrien, J. L.: Nine months assured for Oklahoma schools, 169, no. 9, May.
Maintenance (school). See School support.
Man's effort to determine what is best in human proportions (Rogers), 128-129, no. 7, Mar.
Manual arts: Public schools, more time allotted, 82, no. 5, Jan.
Marshall, G. H.: Public schools' week in Augusta, Kans., 99, no. 5, Jan.
Maryland State Normal School: Training teachers in industrial arts, 150, no. 8, Apr.
Masonry: Stone-cutting and reinforced concrete, trade school at Paris, 60, no. 3, Nov.
Mather, Stephen T.: National parks are field laboratories for the study of nature, 41-44, no. 3, Nov.; Volcanic phenomena and gorgeous vegetation in Hawaii National Park, 116-118, no. 6, Feb.
Matter of geographic names, 70, no. 4, Dec.
Measurement: Bodily, 128-129, no. 7, Mar.
Medical extension classes: North Carolina, 131, no. 7, Mar.
Medical inspection of schools: England and Wales, 138-139, no. 7, Mar.
Mexico: Education, 143-146, no. 8, Apr.
Michigan: High schools, homogeneous grouping of pupils, 52, no. 3, Nov.
Mills, L. S.: School consolidation a gradual and spontaneous development, 53-56, no. 3, Nov.
Mills College, California: Summer camp, 94-96, no. 5, Jan.
Milwaukee, Wis.: Public schools, definition-hunting, 39, no. 2, Oct.; symphony concerts for school children, 67, no. 4, Dec.
Mississippi: Juvenile protection, 91, no. 5, Jan.
Mission of junior high school is in articulation and guided exploration (Glass), 112-115, no. 6, Feb.
Modern peoples express national ideals in public education (Work), 181-183, no. 10, June.
Montreal: School of printing, 60, no. 3, Nov.
Moral education: Report by committee of National Education Association, 1-2, no. 1, Sept.
More than law and medicine combined, 35, no. 2, Oct.
Morgan, Edwin V.: Brazilian school named in honor of the United States, 131, no. 7, Mar.
Morgan, Joy E.: School library foremost in struggle for universal education, 45-47, no. 3, Nov.
Motherhood: Institution, Prague, 39, no. 2, Oct.
Mountaineers: Georgia, education, 184-187, no. 10, June.
Moving train: School teaching, Ontario, 44, no. 3, Nov.
Municipal lodging house for visiting school children (Heingartner), 19, no. 1, Sept.
Music: Baltimore, Md., high schools, 89, no. 5, Jan. See also National Music Week.

- Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation: Greetings by President Coolidge, page 4 of cover, no. 10, June; meeting, Apr. 11-16, 1927, Honolulu, 31, no. 2, Oct., 69, no. 4, Dec., 190, 191-192, 195, no. 10, June; opening address (Work), 181-183, no. 10, June; purpose, 101-103, no. 6, Feb.; resolutions, page 3 of cover, no. 10, June.
- Pangburn, Weaver: New school provides training for leaders in recreation, 87, no. 5, Jan.; Playground beautification contest brings excellent results, 136-137, no. 7, Mar.
- Paraguay: Kindergartens, 18, no. 1, Sept.; study of English in schools and colleges, 60, no. 3, Nov.
- Parent-teacher associations: Americanization work, 9, no. 1, Sept.; code of ethics, page 3 of cover, no. 7, Mar.; effective thrift work, 68-69, no. 4, Dec.; health of children, 147-148, no. 8, Apr.; recreation promoted, 132, no. 7, Mar.
- Parent-teacher associations actively support public education (Wilkinson), 196-197, 199, no. 10, June.
- Parent-teacher associations maintain student loan funds (Wilkinson), 174-175, no. 9, May.
- Parents: Courses for, Congress of Parents and Teachers, 57-58, no. 3, Nov.
- Parents and teachers: Joint institute, Spokane, Wash., 97, no. 5, Jan.
- Paris: Trade school of masonry, 60, no. 3, Nov.
- Part-time employment: Intermediate school children, Detroit, Mich., 51, no. 3, Nov.
- Patton, K. S.: Yugoslavians' teachers well trained but poorly paid, 19, no. 1, Sept.
- Pennsylvania: Normal schools, more men in, 28, no. 2, Oct.; State normal schools, diploma only after two years' experience, 44, no. 3, Nov.
- Pennsylvania State College: New students photographed, 51, no. 3, Nov.
- Pentathlon: Texas rural schools, 119, no. 6, Feb.
- Peru: Campaign against illiteracy, 63, no. 4, Dec.
- Philippine Islands: High schools, tuition charge considered, 58, no. 3, Nov.; library facilities, 27, no. 2, Oct.; scholarship students, 60, no. 3, Nov.; student athletics, overemphasis, 56, no. 3, Nov.; student enrollment, 60, no. 3, Nov.
- Philippine Postal Savings Bank: Student depositors, 60, no. 3, Nov.
- Philippine School of Commerce: Commercial problems in accounting, 51, no. 3, Nov.
- Phillips, May S.: Recent publications of the Bureau of Education, 15, no. 1, Sept.; 28, no. 2, Oct.; 58, no. 3, Nov.
- Physical education: Promotion, 72-73, no. 4, Dec.
- Picture Club of Philadelphia: Circulating library of art, 59, no. 3, Nov.
- Pinel, Philippe: Memorial celebration, 169, no. 9, May.
- Placement for teachers, 76, no. 4, Dec.
- Platoon plan: Adopted in 34 cities, 28, no. 2, Oct.
- Play: Organized, after school, 132, no. 7, Mar.
- Playground beautification contest brings excellent results (Pangburn), 136-137, no. 7, Mar.
- Playgrounds: Improvement, 12-15, no. 1, Sept.
- Pointers for parents (Stitt), page 3 of cover, no. 6, Feb.
- Popularity of reading courses is nation-wide, 50, no. 3, Nov.
- Porrata, Oscar E.: Campaign against illiteracy in Porto Rico, 67, no. 4, Dec.
- Portland, Oreg.: Bible study course, high school students, 39, no. 2, Oct.; school board, efficient administration, 38-39, no. 2, Oct.
- Porto Rico: Campaign against illiteracy, 67, no. 4, Dec.; insurance of teachers, 60, no. 3, Nov.
- "Posture drive": Junior 3 High School, Trenton, N. J., 17, no. 1, Sept.
- Prague: Instruction for better motherhood, 39, no. 2, Oct.; libraries for workmen, 15, no. 1, Sept.; sanitarium for tuberculous school children, 29, no. 9, Oct.
- Prairie View State Normal and Industrial College, Texas: "Excursion day," no. 6, Feb.
- Preschool work of National Congress of Parents and Teachers (Wilkinson), 111, no. 6, Feb.
- Prevocational school serves special needs of retarded girls (Lampert), 83-86, no. 5, Jan.
- Price, Richard R.: Study as long as life lasts the ideal of adult education, 33-35, no. 2, Oct.
- Printing, school: Montreal, 60, no. 3, Nov.
- Pritchett, Henry S.: Foremost need of American secondary education, page 4 of cover, no. 5, Jan.
- Promotion of child health a vital parent-teacher activity (Wilkinson), 147-148, no. 8, Apr.
- Providence, R. I.: High schools, classical study maintains hold, 29, no. 2, Oct.
- Pryor, H. C.: A code of ethics for parent-teacher associations, page 3 of cover, no. 7, Mar.
- Public Health Service, United States: Reports available for subscription, 127, no. 7, Mar.
- Public school for a single Nevada family, 27, no. 2, Oct.
- Public Schools Week: Augusta, Kans., 99, no. 5, Jan.
- Public Schools Week precursor of American Education Week (Adams), 77, no. 4, Dec.
- Pupils' readiness for reading instruction upon entrance to first grade, 74-76, no. 4, Dec.
- Reading courses: U. S. Bureau of Education, popularity, 50, no. 3, Nov.
- Reading readiness committee: International Kindergarten Union, report, 74-76, no. 4, Dec.
- Ready, Marie M.: Organized summer camps for children have proved their worth, 24-27, no. 2, Oct.
- Recent publications, U. S. Bureau of Education. See United States Bureau of Education, recent publications.
- Recreation: New school provides for leaders, 87, no. 5, Jan.
- Recreation is promoted by parent-teacher associations (Wilkinson), 132, no. 7, Mar.
- Reindeer: Alaska, history of introduction, 170, no. 9, May; Canada contemplating purchase, 30, no. 2, Oct.
- Reindeer meat: Widely used as food in Northwest, 149, no. 8, Apr.
- Religious instruction: New York State, public schools, 119, no. 6, Feb.
- Residence and migration of university and college students (Zook), 133-134, no. 7, Mar.
- Retail selling: High School of Practical Arts, Boston, Mass., 131, no. 7, Mar.
- Retarded girls: Prevocational school, South Bend, Ind., 83-86, no. 5, Jan.
- Revolving-farms plan: Georgia, 184-187, no. 10, June.
- Reynolds, Annie: The Christmas season in the schools, page 3 of cover, no. 4, Dec.
- Richmond, Va.: Hospitals, instruction for crippled children, 49, no. 3, Nov.
- Rochester, N. Y.: Scholarship fund, 149, no. 8, Apr.
- Rogers, James F.: Man's effort to determine what is best in human proportions, 128-129, no. 7, Mar.
- War-time disclosures led to National Physical Education Service, 72-73, no. 4, Dec.
- Romer, Margaret: Junior high-school course based on two rotating cycles, 8-9, no. 1, Sept.
- Rural churches: Pastors, special courses, 17, no. 1, Sept.
- Rural districts: Children, 142, no. 8, Apr.
- Rural education in Victoria is maintained at State expense, 141-142, no. 8, Apr.
- Rural school children of California are familiar with high-class music, 7, no. 1, Sept.
- Rural school meets: De Witt County, Tex., 67, no. 4, Dec.
- Rural school supervisors: Conference, 97, no. 5, Jan.
- Rural schools: Games and equipment, 166, no. 9, May; Haiti, practical work for pupils, 39, no. 2, Oct.
- Russell, James E.: Only those should teach who reach acceptable standards, page 3 of cover, no. 5, Jan.
- Russell, John H.: Practical work for rural-school pupils, 39, no. 2, Oct.
- Rutgers University: Survey, 50, no. 3, Nov.
- Salt Lake City: Six-three-two plan, schools, 150, no. 8, Apr.
- Salt Lake City's significant experiment, 150, no. 8, Apr.; 153, no. 8, Apr.
- San Diego, Calif.: Memorial junior high school, activities, 8-9, no. 1, Sept.
- Sargent, John G.: Young people do not acquire proper sense of responsibility, 89, no. 5, Jan.
- Saskatchewan, Canada: Educational development, 118, no. 6, Feb.
- Saxon elementary teachers must have university training (Waller), 104, no. 6, Feb.
- Saxony: Elementary teachers and university education, 104, no. 6, Feb.; school enrollment, result of war, 153, no. 8, Apr.
- Schoenfeld, Rudolf E.: Agricultural education in Bolivia, 31, no. 2, Oct.
- Scholarship fund: Indianapolis, Ind., 158, no. 8, Apr.; Rochester, N. Y., 149, no. 8, Apr.
- School boards: Czechoslovakia, teachers elect members, 153, no. 8, Apr.
- School children: Municipal lodging house for visiting, Vienna, 19, no. 1, Sept.
- School city: Cleveland, Ohio, organization, 103, no. 6, Feb.
- School consolidation a gradual and spontaneous development (Mills), 53-56, no. 3, Nov.
- School finance, 81-82, no. 5, Jan.
- School grounds: Ontario, beautification, 166, no. 9, May.
- School hygiene: England and Wales, 138-139, no. 7, Mar.; promotion by parent-teacher associations, 147-148, no. 8, Apr.
- School library foremost in struggle for universal education (Morgan), 45-47, no. 3, Nov.
- School news service: Trenton, N. J., 56, no. 3, Nov.
- School of Oriental Studies, London: Preparation for service in Eastern countries, 119, no. 6, Feb.
- School savings banks: New York City, deposits, 32, no. 2, Oct.
- School sessions: Denmark, 60, no. 3, Nov.
- School sites: New York State, 187, no. 10, June.
- School superintendents (city): First in United States, 70, no. 4, Dec.
- School support, 81-82, no. 5, Jan.
- School support: State responsibility, 90, no. 5, Jan.
- School term: Oklahoma, 169, no. 9, May.
- School visiting: New York City, 19, no. 1, Sept.
- School work: De Witt County, Tex., community occasion, 67, no. 4, Dec.
- School yard: Improvement a profitable community project, 12-15, no. 1, Sept.
- Schools are changing the languages of nations, 90-91, no. 5, Jan.
- Scientific study of the value of homogeneous grouping (Winds), 52, no. 3, Nov.
- Scottsville (Ky.) High School: Graduating class composed of teachers, lawyers, preachers, etc., 48, no. 3, Nov.
- Secondary education: Foremost need, page 4 of cover, no. 5, Jan.; important studies in progress, 92-93, no. 5, Jan.; National Committee on Research, 122, no. 7, Mar.; United States leads other nations, 130-131, no. 7, Mar. See also Carnegie Corporation.
- Sewing machine: School license to operate, seventh-grade pupils in School No. 3, Buffalo, N. Y., 129, no. 7, Mar. See also Carnegie Corporation.
- Shaver, Helen M.: Using children's initiative to strengthen desirable habits (Shaver), 156-158, no. 8, Apr.
- Shull, Frank L.: A city school board organized for efficient administration, 38-39, no. 2, Oct.
- Shupe, Verna I.: Public school for a single Nevada family, 27, no. 2, Oct.
- Sir George Newman's report on health of school children (Tait), 138-139, no. 7, Mar.
- Six-three-two plan: Salt Lake City schools, 150, no. 8, Apr.; 153, no. 8, Apr.
- Skis: Bohemian children go to school on, 58, no. 3, Nov.
- Social intelligence test: George Washington University, 71, no. 4, Dec.
- Song contests: Chicago Normal College, 96, no. 5, Jan.
- State centralization in public school maintenance, 90, no. 5, Jan.
- State universities. See Universities (State).
- Stitt, Edward W.: Pointers for parents, page 3 of cover, no. 6, Feb.
- Student government: University of Wisconsin, 48, no. 3, Nov.
- Student loan funds: And parent-teacher associations, 174-175, no. 9, May.
- Students: University and college, residence and migration, 133-134, no. 7, Mar.
- Students photographed: Pennsylvania State College, 51, no. 3, Nov.
- Study as long as life lasts the ideal of adult education (Price), 33-35, no. 2, Oct.
- Subnormality a factor in juvenile delinquency, 76, no. 4, Dec.
- Successful governmental experiment in correspondence instruction (Danielson), 152-153, no. 8, Apr.
- Summer camps for children: Worth proved, 24-27, no. 2, Oct.
- "Summer round-up" by National Congress of Parents and Teachers (Wilkinson), 31, no. 2, Oct.
- Summer schools: Baltimore, Md., advantages to many children, 96, no. 5, Jan.; Chico (Calif.) State Teachers College, 3-5, no. 1, Sept.
- Superior State courses of study are described, 30, no. 2, Oct.
- Supplying the lack of youthful opportunity, 170, no. 9, May.
- Supreme Court annuls Hawaiian statutes, 168, no. 8, Apr.
- Surveys, educational. See Educational surveys.
- Swift, Fletcher H.: Complete State support wisest way to finance public schools, 81-82, no. 5, Jan.
- Symphony concerts for school children: Milwaukee, Wis., 67, no. 4, Dec.
- Tait, Fred: Sir George Newman's report on health of school children, 138-139, no. 7, Mar.
- Teacher placement: California, 139, no. 7, Mar.
- Teachers: Acceptable standards, page 3 of cover, no. 5, Jan.; Crook County, Wyo., 189, no. 10, June; Czechoslovakia, 153, no. 8, Apr.; 60, no. 3, Nov.; Nova Scotia, 139, no. 7, Mar.; placement, 76, no. 4, Dec.; Porto Rico, 60, no. 3, Nov.; preparation to teach handicapped children, Marion, Ill., 155, no. 8, Apr.; Saxony, 104, no. 6, Feb.; Yugoslavia, 19, no. 1, Sept.
- Teacher's aid in home improvement: Lineville (Ala.) school, 49, no. 3, Nov.
- Teachers' institutes: Indiana, extension study, 139, no. 7, Mar.
- Teachers' insurance, Porto Rico, 60, no. 3, Nov.
- Teachers must transmit ideals and traditions of Republic (Hoover), 28, no. 2, Oct.
- Teachers' salaries: Costa Rica, 60, no. 3, Nov.; inadequacy, 58, no. 3, Nov.; payment during leave of absence, 51, no. 3, Nov.; Philadelphia elementary grades, 96, no. 5, Jan.
- Teacher's thanksgiving: Fabricant, page 4 of cover, no. 4, Dec.
- Teaching: Expertness, 115, no. 6, Feb.; quality and responsibility, page 4 of cover, no. 2, Oct.
- Technical courses of study desired in England, 50, no. 3, Nov.
- Technical education: Leeds, England, 123-127, no. 7, Mar.
- Tests. See Intelligence tests.
- Texas: School work, community occasion, De Witt County, 67, no. 4, Dec.
- Thanksgiving (Work), page 4 of cover, no. 3, Nov.
- Theile, Neel and Weel, Daisy: Excellent material for kindergarten instructions often available but not recognized, 18, no. 1, Sept.
- Thrift: Incubation by parent-teacher associations, 68-69, no. 4, Dec.; supervisor, New York City, 49, no. 3, Nov.
- Trade continuation schools: Czechoslovakia, teachers, 60, no. 3, Nov.
- Trade schools: Detroit, Mich., 148, no. 8, Apr.
- Trained minds bring practical benefit to mankind, 170, no. 9, May.
- Training camps: U. S. Army, work, 167-169, no. 9, May.
- Trenton, N. J.: School news service, 56, no. 3, Nov.

Quality and responsibility of teaching (McAndrew), page 4 of cover, no. 2, Oct.

R

Radio and stereopticon: Combination for lecture purposes, Art Institute of Chicago, 103, no. 6, Feb.

Reading ability: Wheatland (Wyo.) graded school, overcoming differences, 109, no. 6, Feb.

Truants (Fabricant), page 3 of cover, no. 9, May.
Tuberculosis school children: Prague, 29, no. 2, Oct.
Tuition fees a departure from cherished tradition, 110, no. 6, Feb.
Turkey: Latin letters as medium for written and printed text, 131, no. 7, Mar.

U

Ultra-violet rays: Promotion of children's growth, 139, no. 7, Mar.
Uncles, Roderick W.: Costa Rica offers prizes to native authors, 119, no. 6, Feb.
United States: Educational system, 169, no. 9, May; leads in education above elementary, 130-131, no. 7, Mar.
United States Bureau of Education: Reading courses, popularity, 50, no. 3, Nov.; recent publications, 15, no. 1, Sept., 28, no. 2, Oct., 58, no. 3, Nov., 173, no. 9, May; requires additional specialists, 189, no. 10, June; resolution of Department of Superintendence, 164, no. 9, May.
United States Commissioner of Education: Annual report, 63, no. 4, Dec.
United States Public Health Service: Reports available for subscription, 127, no. 7, Mar.
"United States Schools": South America, 108, no. 6, Feb.; 130, 131, no. 7, Mar.
Universities: American fellowships for Englishmen, 195, no. 10, June; inculcation of habit of learning, 61-63, no. 4, Dec.; Italy, exchange of professors, 142, no. 8, Apr. See also Colleges and universities; Higher education.
Universities (State): Expenditures, 67, no. 4, Dec.
University of Chile: Professors engaged in Europe, 150, no. 8, Apr.
University of London: Summer course for teachers, 187, no. 10, June.
University of Texas: Practical study of botany, 115, no. 6, Feb.
University of Virginia: Students investigate economic and local problems of State, 93, no. 5, Jan.
University of Wisconsin: Student government by men abandoned, 48, no. 3, Nov.
Using children's initiative to strengthen desirable habits (Shaver), 156-158, no. 8, Apr.
Utah: School support, 81-82, no. 5, Jan.
Utrecht High School, New York City: Collection of college catalogs, 198, no. 10, June.

V

Valley school holds summer sessions at foot of Mount Shasta (Covert), 3-5, no. 1, Sept.
Vicarious parenthood (Fabricant), page 3 of cover, no. 1, Sept.
Victoria (Australasia): Education, 150, no. 8, Apr.; rural education, 141-142, no. 8, Apr.
Vienna: Municipal lodging house for visiting school children, 19, no. 1, Sept.
Virginia: Vocational agriculture, 155, no. 8, Apr.
Virginia University students investigate local conditions, 93, no. 5, Jan.
Vocabulary of Baltimore kindergarten children, 49, no. 3, Nov.
Vocational agriculture: Virginia, 155, no. 8, Apr.
Vocational guidance by German municipal institutes, 109, no. 6, Feb.
Volley ball an excellent game for schools (Curtis), 48, no. 3, Nov.

W

Wales: Adult education for young miners, 115, no. 6, Feb.
Walla Walla, Wash.: Adjusting high school students to new conditions, 93, no. 5, Jan.
Waller, George P.: Saxon elementary teachers must have university training, 104, no. 6, Feb.
War-time disclosures led to National Physical Education Service (Rogers), 72-73, no. 4, Dec.
Washington (D. C.) associations aid dependent children, 97, no. 5, Jan.
Webber, Leroy: Education in Amoy supported wholly by fees and private contributions, 29, no. 2, Oct.
Well-being and happiness are promoted by adult study (Alderman), 88-89, no. 5, Jan.
Western Australia: Education, 171-173, no. 9, May.
Westfall, Martha: How home making is taught in New York City public schools, 78-79, no. 4, Dec.
Wheatland, Wyo.: Reading ability tested in graded school, 109, no. 6, Feb.
Whole families are at school under revolving farms plan (Little), 184-187, no. 10, June.
Wide variations of practice in small junior high schools (Ferriss), 193-195, no. 10, June.
Wilkinson, Mildred R.: Congress of parents and teachers conducts courses for parents, 57-58, no. 3, Nov.; Effective thrift work by parent-teacher associations, 68-69, no. 4, Dec.; Juvenile protective work of

Congress of Parents and Teachers, 91, no. 5, Jan.; Parent-teacher associations actively support public education, 196-197, no. 10, June; Parent-teacher associations maintain student loan funds, 174-175, no. 9, May; Preschool work of National Congress of Parents and Teachers, 111, no. 6, Feb.; Promotion of child health a vital parent-teacher activity, 147-148, no. 8, Apr.; Recreation is promoted by parent-teacher associations, 132, no. 7, Mar.; "Summer round-up" by National Congress of Parents and Teachers, 31, no. 2, Oct.

Wilson, Lucy L. W.: Use of library increased threefold under Dalton plan, 49, no. 3, Nov.
Windes, Eustace E.: Scientific study of the value of homogeneous grouping, 52, no. 3, Nov.
Winnetka technique: Dalton plan, 108, no. 6, Feb.
Wisconsin: Lectures in schools on banking and elementary economics, 100, no. 6, Feb.
Wolcott, John D.: New books in education, 20, no. 1, Sept.; 40, no. 2, Oct.; 80, no. 4, Dec.; 100, no. 5, Jan.; 120, no. 6, Feb.; 140, no. 7, March; 160, no. 8, April; 180, no. 9, May; 200, no. 10, June.
Women: Correspondence and extension courses, land-grant colleges, 58, no. 3, Nov.
Work, Hubert: For the interchange of ideas and experiences of pacific nations, 101-103, no. 6, Feb.; If youth but knew that which we for ourselves must learn, page 4 of cover, no. 7, March; Legitimate field of university is to inculcate the habit of learning, 61-63, no. 4, Dec.; Modern peoples express national ideals in public education, 181-183, no. 10, June; Thanksgiving, page 4 of cover, no. 3, Nov.
World Conference on Education: Meeting, Toronto, Canada, August 7-12, 198, no. 6, Feb.

Y

Year of school life saved to children of Salt Lake City (Child), 153, no. 8, Apr.
Yeomans, Henry A.: Fewer hours of teaching in Harvard College, 169, no. 9, May.
Young people do not acquire proper sense of responsibility (Sargent), 89, no. 5, Jan.
Yugoslavia: Teachers well trained but poorly paid, 19, no. 1, Sept.

Z

Zook, George F.: Residence and migration of university and college students, 133-134, no. 7, Mar.



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Character Best Developed by Stimulating Worthy Social Purposes

Committee of National Education Association on Character Education Submits Report. State Should Maintain Favorable Conditions for Moral Growth. Many Forces Must Cooperate for Development of Personality. Social Environment Outweighs All Other Influences. Ideals and Moral Standards Should, Nevertheless, be Taught in All Concrete Relations of Social Life

By MILTON BENNION

Dean School of Education, University of Utah; Chairman Committee on Character Education

CHARACTER is very complex; it is a quality of the whole of personality, and as a consequence character education can not be segregated from other aspects of education, even though these other aspects may go on without developing good character; there is no one method of obtaining character development, and since there are many processes involved in character formation there must also be many methods employed in furthering these processes. Upon these points there is full agreement in the committee on character education which was created in March, 1920, by the president of the National Council of Education. This committee became soon afterward a standing committee of the council and also a committee of the National Education Association.

Final Solution Not Possible Now

It is far from the thought of this committee to offer a final solution of its problem. The subject has become increasingly difficult and in some respects more complex and puzzling with progress of the study. On some points committee members have had diverse views. The aim has been, however, to include in the report only those views that are not objectionable, to say the least, to any member of the committee.

The public demand for discussion of the problem of character education has led the committee to prepare for publication such information as it could gather with its limited facilities rather than to wait for the results of investigations now

in progress. Reports of committees and research bureaus 10 years hence should be much more definite and sure as to procedures recommended.

Objectives Must Be Clearly Defined

There is great need of detailed scientific study of the processes of character education and the procedures best adapted to further these processes. This study can not, however, proceed effectively until the investigators have made clear to themselves the meaning of good character; that is, the end to be attained must be clearly in mind before ways and means can be discovered. The committee, therefore, spent some time on the objectives of character education and in July, 1924, submitted a report on this phase of the subject. The point of view developed in the 1924 report is assumed in the report of 1925, which is the sole content of Bureau of Education Bulletin No. 7, 1926, soon to appear.

An outstanding characteristic of the report is the conclusion that character is not developed most effectively by predominant attention to precepts and externally controlled habits (if such can be called habits) but by stimulating in the developing personality the most worthy social purposes. The youth who becomes absorbed in realization of such purposes rises above his narrow, ego-centric self through absorption in the cause or causes with which he has become identified. This process of character development is illustrated in all the great characters of history. It is preeminently

manifest in the character of Jesus and in His great missionary apostles. It is true of Moses and all the greater prophets of the Old Testament. In American history it is the most notable quality of George Washington, Abraham Lincoln, and numerous others. In the development of science Pasteur, Agassiz, Burbank, and Edison are typical examples. In the professions may be cited as types Dr. Walter Reed and Dr. Wilfred T. Grenfell in medicine, and Hugo Grotius and John Marshall in law. In the teaching profession are numerous illustrations, among them Pestalozzi and Froebel, Horace Mann, and Henry Barnard. A notable living example is Dr. Charles W. Eliot. One of Doctor Eliot's latest utterances through a current magazine is in striking confirmation of the point of view of this report.

Educational Counseling of Paramount Importance

What are the implications of this point of view as it relates to character education procedures? Evidently that more attention should be paid to the study of human nature and the ethical, social, civic, and economic problems of our time, to the end that parents, teachers, and preachers may be wiser guides or counselors of young people. That is to say, educational counseling, including vocational and moral guidance, is of paramount importance in education.

Exercise of this function calls for supplementing group work with study of each individual, together with such personal consultations as may be necessary in each

case. This will require a higher percentage of teachers to pupils, and that teachers be more thoroughly trained, more mature in judgment and purpose, and by nature and culture more humanly sympathetic. It calls also for more intelligent and generally more responsive parents—parents that are responsive to the ambitions and needs of childhood and youth. The associations of teacher and pupil can not be as intimate and sympathetic as is possible between parent and child. It is these intimate, sympathetic contacts that, generally speaking, have most to do with development of those ideals, attitudes, and ambitions that make for character development.

A Major Function of Religious Organizations

Character development is, too, a major function of religious organizations. Whatever their concern may be about the life hereafter, these organizations can not escape responsibility for developing the best there is in people in this life.

The State itself is, of course, sponsor for the public schools; but, in addition, it has responsibility for protecting youth against the snares of evildoers, of persons who would sacrifice both their own characters and that of their victims for the sake of material gain. This goes to the heart of the controversy about individual liberty in America. Does it mean liberty of the adult citizen to satisfy his own whim or appetite regardless of the general welfare, or must some account be taken of the right of the child to be protected from corrupting influences?

Are not the right of the child to favorable conditions for the development of his personality and the right of the adult to live a moral life without unnecessary hindrances most fundamental of all?

State Concerned with Future Generations

An ethically right solution of these problems is a fundamental condition of the solution of character education as a State and a National problem. While maintenance of schools is a major responsibility of the State, this alone may be very inadequate. The State has a larger responsibility; not to compel people to be good; it can not do that; but to maintain the most favorable conditions for moral growth. The State, as such, is not concerned, as is the church, with the life after death; it is vitally concerned with the character and destiny of future generations and should act with that in view.

To the major social institutions may be added many minor civic, social, and vocational organizations as bearers of some measure of responsibility for the proper training of youth. Bar and medical associations, for instance, while concerned primarily with the advancement of their

respective professions, should also have regard for moral and social welfare; such regard is, or ought to be, part of the professional ethics of every such associations. Business, civic, and social clubs generally are giving more and more attention to their moral and social responsibilities. This is manifest in the numerous business and vocational codes of ethics recently formulated.

Influences Come from Many Sources

Objection has been raised that widely cooperative effort involves such a diffusion of responsibility as to make all ineffective. These objectors contend that one institution, either the school or the home, should be made solely responsible. In the home, responsibility is too often left with one parent; some have suggested that it be assigned to one teacher in the school.

This application of a simple business principle is based upon a false analogy. Such a long drawn out and complex process as the development of a personality can never be a one-man job, except in so far as the personality concerned is self-directed. Outward influences for good or ill will of necessity come from many sources. The good can not be promoted nor evil most successfully combated by any one agency acting alone. It should be noted that in the moral development of youth influence of social environment far outweighs all other influences. Training in honesty in both home and school, for instance, may be so opposed by business practice as to transform in youth this quality of character into an attitude of cynicism or moral pessimism.

Train All Teachers in Modern Ethics

This emphasis upon the power of example should not lead to the inference that ideals may not be taught. The report is definitely favorable to the teaching of ideals and moral standards, not in the abstract merely, but in all the concrete relations of social life. It is a lamentable fact that for generations more care has been exercised in schools to insure knowledge and clear thinking in mathematics and linguistics than in moral and social problems. Moral ideals and social standards do not come by biological inheritance. They are part of the social inheritance, and, as in other aspects of this inheritance to which great importance is attached, care should be taken to see that they are properly and effectively transmitted to each succeeding generation. This can not be done by mere haphazard methods. There is need that all teachers be trained in both the theory and the applications of modern ethics. It is an essential part of the professional equipment of a teacher.

In the senior high school there is a proper place for elementary social ethics as a specific course. Provision for such a course is the only way to insure adequate attention to these most fundamental principles. The teacher of this course, however, should have special training in psychology, philosophy, and the social studies before undertaking the work. A course in ethics may easily be killed by an incompetent teacher. That it can succeed under favorable conditions has been demonstrated. Such a course may be made to strengthen the community life of the school and all other efforts toward character education; this because it tends to clarify thinking on moral issues, and helps to furnish moral leadership in the school community.

Schools Should Be Pupil-Centered

There is a growing tendency among educators to recognize the fact that all schools, and more especially those of elementary and secondary grade, should be pupil centered rather than subject centered. This calls for modification of programs for the professional training of teachers. Emphasis has already been given to study of the learning processes and the adjustment of teaching methods to these processes. This is all very good thus far, but much more should be done by way of study of human nature. The psychology of human behavior, both individual and social, is certainly of no less importance. These studies are foundational in any science of education. Education that aims at character development, as every sound educational plan must, needs in addition, a philosophy of education; this again must grow out of a philosophy of life. Securing results with speed and precision is of no value unless the results themselves are worth while. This point is too often missed in human activities, both in and out of school. A philosophy of education should give teachers vision to see what in education is most worth while.

The people demand that their physicians be very thoroughly trained in professional schools, supplemented with hospital practice. How long will they continue to be without universal provision for thoroughly trained, mature-minded teachers of the highest type of character and personality?



Teachers may enroll for a free correspondence course on the United States Constitution or obtain Constitution Day material for primary grades, grades 3-6, grades 6-8, and high school by applying to Etta V. Leighton, civic secretary, National Security League, 25 West Forty-third Street, New York City, N. Y.

Valley School Holds Summer Sessions at Foot of Mount Shasta

Chico State Teachers College Sought the Mountain Forests Eight Summers Ago. Attractiveness of Location Equals That of Expensive Summer Resorts. First Buildings were Constructed by Teachers and Students. Abundant Accommodations Now Provided. Notwithstanding the Requirement of Earnest Study, Ample Time is Allowed for Excursions to Famous Scenes

By TIMON COVERT

Assistant Specialist in Rural Education, Bureau of Education

"SUMMER SCHOOLS in the United States are fast becoming a substantial factor in the educational scheme of the country. * * * In increasing numbers the normal schools are conducting regular summer sessions for teachers * * * and accomplish tangible and practical results."

This quotation from the 1913 report of the United States Commissioner of Education, indicates that an extra term of work was offered in many institutions of higher learning during the summer months more than a decade ago. In fact, summer schools, or summer sessions, as they are now almost universally termed by colleges, universities, teachers, colleges, and normal schools, became general throughout the country early in the present century. It was near this time that the great increase in public-school enrollment took place, creating a demand for more and better-trained teachers. Many summer sessions were established to meet this demand, to supplement the work of the regular school year and to offer employed teachers an opportunity to pursue professional study during the summer vacations. One hundred and seventy-seven, or approximately 87 per cent of the State normal schools and teachers' colleges in the United States, reported summer sessions scheduled for the year 1926.

Summer Work Substantial and Attractive

These summer schools have been growing rapidly in popularity during recent years. Indeed, enrollment in them often exceeds that of any one term in the regular school year. This is due in large measure to the efforts put forth by the administrators of institutions offering summer-school courses, to make this work of the highest quality and enticingly attractive as well.

Like others who have worked to extend educational systems, those responsible for the establishment of summer school sessions have had many obstacles to overcome. One of the chief difficulties in the way of successful summer-school work in many instances has been the excessive

heat of the summer months. Those schools favorably situated near large bodies of water or in high altitudes where the summer climate is pleasant have had a decided advantage in this respect, and it would seem impossible for institutions not so favorably situated to overcome this obstacle. But several schools located where summer temperatures are high desert the home grounds during the summer months and maintain summer sessions miles away from the regular school campuses, and in locations with surroundings as inviting as the most attractive summer resorts.

Location Secluded but Accessible

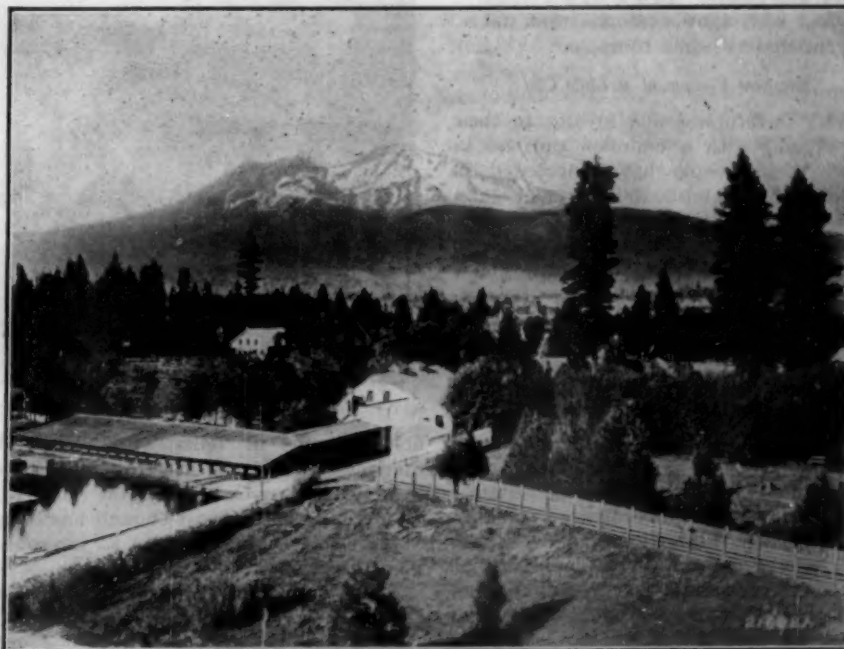
At an elevation of 3,400 feet, in its natural setting of the most beautiful trees imaginable, close to the base of Mount Shasta in northern California, and beside gushing springs that form the headwaters of the Sacramento River, is the summer campus of the State Teachers College of Chico, Calif. Such a location approaches the ideal for attractiveness and for study, and it would be difficult to find anywhere

else a secluded spot of such easy access; for it is beside a main-line railroad, a paved automobile highway, and within a mile of the village of Mount Shasta where mail service is excellent and necessary supplies may be obtained.

People Contributed Land and Cash

Eight years ago President C. M. Osenbaugh, of the Chico (Calif.) State Teachers College, asked and received permission by his trustees to find a location for the summer session away from the heat of the valley. After a careful survey of several available sites he selected the wooded location at the foot of Spring Hill, where the pure waters from Mount Shasta's perpetual snows emerge from their underground passageway as the source of the beautiful Sacramento River. The people of the region expressed their approval of his selection and welcomed the summer school with a gift of 6 acres of land, \$1,200 in cash, days of work on the first buildings, and open homes.

Only a few weeks after the site had been selected the first school (93 students and



Mount Shasta Fish Hatchery is frequently visited by the students

faculty) arrived. No buildings had been erected, but tents had been pitched, and there was lumber on the ground. The impromptu dinner that first evening was most delicious, according to the testimony of those present, and the talk around the camp fire that first night amounted to a real dedicatory service at which the charter members pledged their wholehearted support to the Mount Shasta

purchased, making a 20-acre campus, and funds have been provided for additional buildings, so that all students will eventually have rooms in dormitories.

Those who have attended a six weeks' session at Mount Shasta are most enthusiastic about it, and a very large proportion of students return again and again to continue their study in the restful environment of this beautiful summer-

meals, and for retiring are announced by a bugler. Incidentally, this is educational, for it gives training in good habit formation. Students wishing to leave the campus are required to obtain permission from the president or from the dean of women. Although in many respects the campus may resemble a picnic ground, in reality it is far different. From the time of the first bugle call until the closing day, school work is the primary concern. Throughout the day a bell announces the time to begin and to end each class. All other activity of the camp is planned subject to the demands of lessons and of study.

Goodly Array of Electives Offered

The program is designed primarily for California teachers, and required courses are given, but in addition, a goodly array of electives are offered. Students wishing to qualify for teachers' certificates, or to pursue regular courses, have no difficulty in selecting the work they need. However, the greatest demand is for such courses as the teaching of elementary and secondary school subjects, building the curriculum, educational psychology, child growth, methods in public-school music, physical education and playground coaching, and methods of teaching the sciences. Most classes meet during the morning hours, thereby keeping the afternoons as free as possible for study and recreation. High standards of work are required and the regular system of class marking is maintained. Students are



Games are encouraged by the physical director

summer sessions of the Chico State Teachers College.

The resolutions made then were faithfully kept. In camp attire, faculty members and students demonstrated their ability at carpentry. The president acted as general, water boy, and tender of fires, and every spare hour from lessons was spent at manual labor. The second day in camp saw a cafeteria dining hall well under way and equipped with stoves, tables, and chairs. In due time a laundry, hot and cold shower rooms, tent floors, and classrooms began to appear.

Excellent Equipment at Little Cost

With faithfulness and loyalty to their school and with a common purpose in view, these people have succeeded in building their campus to its present state. In addition to the buildings mentioned above are classrooms, a library, an administration building, dormitories, cottages, and an attractive lodge for recreation built by the alumni association. Other buildings are to be provided as funds permit. All of this has been accomplished by the good management of the committee in charge and without financial support from the State board of control.

From the very beginning the summer sessions have been recognized scholastically by the State board of education, and, to the great satisfaction of all the friends of the school, the present summer finds the State expressing its confidence financially in a program of expansion and improvement. Adjoining land has been

school campus. Living in the midst of such a wonderland with the opportunity for study under the direction of able instructors appeals to the teachers of northern California. The cafeteria and other services, managed as they are on a co-operative basis, are remarkably reason-



Abundant fishing in the mountain lakes

able. Rooms or tents with cots and mattresses are provided for all. This insures each person comfortable quarters. In spite of the low cost enough has been saved each year to carry on an improvement program.

As the school is maintained by State authority and for serious educational work, strict rules are observed throughout the session. The hours for rising, for

not permitted to carry more than six units of work for the six weeks' term. This enables them to complete one-fifth of a year's work during the session.

The student body numbers about 350 and is made up of young men and women (a) who are finishing the work of a two-year professional teacher-training course of 60 semester hours plus 15 semester hours of collegiate work (or the equivalent).

lent of such course), which entitles them to the California general elementary credential, (b) those who are completing a four-year professional teacher-training course and are qualifying for the bachelor's degree and junior high-school certificate, and (c) those who are pursuing advanced courses to qualify for the State general secondary, or administration certificate.

The faculty of 18 to 20 regular and visiting members outline the courses to meet the requirements established by the State credentials board and to satisfy the needs of prospective teachers. Lesson assignments call for a great deal of library work and each department has its reserve shelves in the library for lesson preparation. These and other books, daily papers, current magazines, and journals in the campus library make it

and others lead in various recreational activities. On the two athletic fields, after supper impromptu games of baseball and volley ball develop into lively contests enjoyed by participants and on-lookers, and the usual number of challenged games are played before the session ends. Music, dancing, dramatics, and moving pictures in the lodge give variety to the entertainment programs. Around a camp fire each evening a circle gathers to gaze into the glowing embers, to swap yarns, and, incidentally, to satisfy an instinctive longing we all have to be near an open fire when the shadows deepen. Sunday services on the campus consist of a community service in the lodge before noon and a song service in a "templed grove" at evening.

Time free from study in the afternoons and Saturdays is used by students and

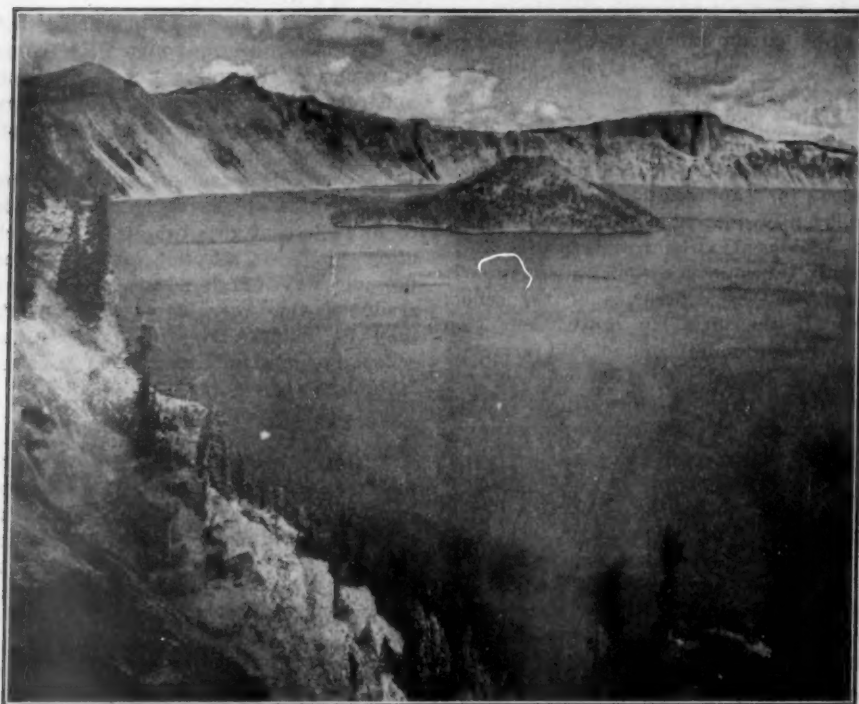
waterfalls, and acres of mountain meadows riotous with blossoms of many varieties. Those interested in geology may find lava flows of the most interesting nature, caves glistening with crystals, mountain peaks with glaciers and hot springs, and canyons with stratified walls. Persons who like to study geography, chemistry, or any other of the sciences have rich fields for their laboratories in such a region.

Hiking excursions to Mount Eddy, a 9,000-foot mountain to the west, to Castle Crags and Castle Lake, to Scotts Valley, and to the Black Buttes make wonderful short trips. Farther away, and reached by auto in one, two, or three day excursions, are the Mud River phenomenon coming from the McCloud Glacier on Mount Shasta, Medicine Lake with its curious surroundings, Klamath River, and Crater Lake. Besides these places there are the Mount Shasta fish hatchery a short distance from the campus, the many lumber camps, and the box factories in the vicinity, all of which make interesting and educational excursions.

An important event in the activities of the school each summer is the ascent of Mount Shasta, 14,380 feet, by a group of hardy mountain hikers. Under the faithful guidance of one of the regular professors who is an experienced mountain climber, the party travels halfway one afternoon, rests a few hours and then continues over the snow covered upper elevations to be at the summit as soon after sunrise as possible. Those who have made the ascent, and viewed the panorama of northern California from that elevation, proclaim the experience to be the most fascinating and delightful imaginable.

Coming Session is Eagerly Anticipated

These are only a few of the many places of interest near the campus which attract faculty members and students. With school duties and hiking expeditions demanding the time of all, the summer session is quickly passed. In the words of the librarian, "From the bustling first days when miracles of construction and adaptation transpire before one's eyes, until the day after regular cap-and-gown graduation in the lodge, there has been a life in common of strange reality and even stranger illusion. Friends have known each other at bedrock and the thrall of simplicity has withdrawn them from customary existence. When two trains have taken away a goodly population and when auto after auto has rolled out, packed to the guards, and few camp followers remain to store safely every bit of equipment and to sleep once more among the ghostly tent frames, there are few hearts that do not miss a beat at the thought that summer school is over, and as few that do not leap to the prospect of next year at Mount Shasta."



Crater Lake, about 30 miles away, is the objective of many excursions

a much used building. Certain courses require considerable field work and much practical information is obtained from such trips. Other courses require regular laboratory work, particularly the domestic science and art courses, and those studying these sciences meet in classrooms supplied with sufficient equipment to carry on projects in the household arts. About half of all classes meet in groves of trees about the campus. These attractive groves have been supplied with benches and are the most popular classrooms on the grounds.

Although school work is exacting, still there is ample time for recreation. Physical training directors, a music teacher, a librarian, a nature study guide,

faculty members for journeys into the hills far and near; for the region round about Mount Shasta is particularly attractive to those who love to learn from nature. A man who is familiar with the famous Swiss Alps said last summer as he stood looking down the canyon where the waters from Shasta Springs pour into the Sacramento River, "There is no place in the Alps more beautiful than this." In any direction one finds himself in a scenic wonderland.

For the botanist there are miles of cedar, spruce, and fir on the mountain slopes nearby, desert plants on the dusty flat places, tender maidenhair ferns and flowers growing in the spray of noisy

Home Economics Course Influences Personal Conduct and Strengthens Character

Every Girl in Cass Technical High School Required to Pursue a Course which is Planned to Cultivate Morality, Health, and Thrift. Opportunities for Establishment of Attitudes and Ideals of Citizenship. Girls Fix Their Own Principles of Conduct

By HELEN LIVINGSTONE

Dean of Girls and Head of Home Economics Department, Cass Technical High School, Detroit, Mich.

NO BREACH of moral conduct has occurred during the past three years among the girls of Cass Technical High School of Detroit, Mich., so far as the school authorities know. This condition is attributed to the fact that for the past six years each girl who entered the school was required to pursue for one semester a special course in the home economics department.

This course was planned to assist the girls in making the conscious social adjustments which they felt were important to the development of their personality and also in attaining good habits of health and thrift. In a general way the course has been divided into three sections: Social cooperation, health, and thrift, from the standpoint of the responsibility of the individual, the family and the community.

Capitalizes Desire for Social Approval

One impelling interest of adolescent girls is to secure the social approval of their group. Whatever lends itself to that end is interesting to them. It may be styles of hairdressing, finger nails, clothing, or manners and conduct, if, in their estimation, these enhance their personal appearance and attractiveness. Although the course does not aim to encourage girls to become social butterflies, it does capitalize this interest and helps the girls to accomplish their objectives through desirable means. By so doing the confidence of the girls is gained and they feel that they are understood and, in consequence, they are glad to accept guidance from the teaching staff. As the girls look into the approved social form for different occasions it ceases to be a purely personal affair when they discover that good form in manners and conduct involve the consideration of others and that they, as individuals, should learn to work harmoniously with the group whether that be school, family, or community.

Particular attention is given to the girls in the selection and solution of their own problems. Although the girls are members of a very cosmopolitan school group, they appear to have many problems in common. Cass Technical High School offers 10 different four-year curric-

ulums to a city-wide girl enrollment representing homes differing widely in their interests and standards.

In this cosmopolitan group are girls carefully reared and girls who grew like the proverbial Topsy. There are gifted girls in art and music; capable, studious girls in science and nursing; practical-minded girls in the vocational courses; girls who are rich, girls who are in comfortable circumstances, and girls who are very poor; girls from typical American homes, and girls from homes in which no English is spoken.

These conditions seemed favorable to the experiment with a home economics course for "appreciation" that might be sufficiently adaptable to meet the needs of adolescent girls irrespective of their family types or vocational interests. It has been the experience of the school that if the girls lay down their own principles of moral conduct and formulate the rules for carrying them out, they will enforce them much more efficiently than the faculty of the school could even hope to do.

This is exemplified by the support which is given by the older girls of the school. A splendid general feeling of responsibility for good citizenship prevails. The severest reprimand that a girl can receive is to be told that her actions have the disapproval of the older girls of the school.

Home Training Invaluable in Character Building

As the course progresses and the girls attempt to find working bases for their problems, it becomes apparent that the contributions which home training makes to character building is invaluable. It takes only a step farther for them to realize that they have responsibilities toward helping create and sustain desirable family relationships in their homes and that such is definitely reflected in the community in civic interests, voting, education, work, and recreation. According to the background of the experience of the girls the course supports or amplifies previous home instruction in conduct and manners and by so doing places a new value upon it for the girls. At the same time it reaches those girls who have not been so fortunate as to receive the training at home.

Health becomes desirable only when the girls realize that good grooming, correct clothing, and proper food make for a more attractive and vigorous individual. They will then set up objectives and work out devices whereby they drill and check themselves until they attain the necessary health habits required.

Cooperation with Others Desirable for Health

Again, the girls find that in order to make progress with regard to health, cooperation with others is desirable in order to control disease, prevent illness, insure clean food, have healthful clothing, and be an attractive companion to others. These ideas develop into consideration of health as related to different members of the family and the appreciation of the relation of health to the maximum efficiency of a community.

Many of these girls are not interested in the usual courses offered in home economics for the preparation of food and construction of clothing because they think that such courses do not meet their present needs.

They are all consumers, however, and one objective of the course is to guide these adolescent girls toward an appreciation for wise selection and use and provide ways and means whereby a study of their own food requirements may be made. For this purpose the school lunch room becomes the practice laboratory for making wise selections.

Girls Learn to Shop Advantageously

Furthermore, a part of the requirement of the course is to visit department stores and learn to shop, under the direction of a teacher, for different types and prices of clothing, and observe different kinds of materials and garments as to serviceability and appropriateness for the wearer as demanded for different occasions. Other phases of this type of laboratory work are similar shopping trips to the markets in quest of the offerings of the seasons, the introduction and use of new foods, an appreciation of the methods of transportation and distribution of perishable foods, the conditions under which some foods grow, and the advance of the seasons in the United States. The care given food on display opens up avenues of wide civic interest in the sanitary devices used in handling food in large quantities, such as bread or milk, and the economic trend toward the use of by-products.

This instruction is preceded and followed by class work which leads on far beyond petty personal affairs and gives opportunities for establishment of attitudes and ideals of citizenship that are valuable.

The problem of selection and use always suggests the projects in thrift and

management. An interesting point in this connection is a time and energy program with the daily school schedule as a background. The girls plan enthusiastically a program allowing time for study, assistance at home, recreation, recitation hours, and come to the conclusion that it takes a good manager to distribute time so as to accomplish work efficiently and obtain proper recreation for the minimum expenditure of time and energy.

Distribution of time and energy leads to the consideration of the monetary value of both, and the keeping of expense accounts for short lengths of time follows. Plans for budgets and allowances for girls are considered preliminary to the girls assuming the responsibility for more of their needs as they develop the ability to spend more wisely.

Business Training is Also Included

They learn how to open savings accounts at the bank and many plan to save some of their allowance each week for some definite objective, such as vacation money, a ukelele, or article of clothing.

The relation of the girls' budgets to the family budgets immediately arises and leads to projects in thrift in the purchase of clothing and food, in knowing how to keep well, in trying to estimate the money value of their time, the value of education and the development of desirable attitudes of good citizens toward the use of time, energy, money, and educational opportunities for the purpose of greater happiness for the individual, family, and community.

The chief objective of the course is to guide and assist the girls in living a fuller and richer life as girls of their ages with a belief that this is the best preparation for their future lives. As in their youth they work together in this school group surely they will understand each other's problems better as adults.

Other objectives, in general, of the course are to instill a feeling of responsibility within each girl toward the establishment and maintenance of good home training for approved social relationships, health and thriftiness and good citizenship withal, for herself, her family, and her community; to foster the appreciation that home is the ideal place to receive such training and help to decide how a girl can cooperate with her present home and by so doing learn how to establish good attitudes toward home training in her future home; to bring the realization to each girl of the importance and value of an ideal American home.



Freshmen of about 40 colleges and universities report a week in advance of the formal opening in order to receive preliminary instruction intended to acquaint them with the life they are to lead in the institution.

Rural School Children of California are Familiar with High-Class Music

Many Individual Pupils and School Teams Make Perfect Scores in Music-Memory Contest in Sonoma County. First Prize Won by a Small One-Room School. Occasion Has Become an Annual Event

NATIONAL Music Week was fittingly observed by the rural schools of Sonoma County, Calif. More than 1,200 pupils, teachers, parents, and friends gathered in the high-school auditorium at Santa Rosa to take part in or witness a county music-memory contest, in which contestants were entered from Solano County also.

A list of 30 of the world's best musical compositions, such as the "Prelude in C Sharp Minor" by Rachmaninoff and "Waltz of the Flowers" from the "Nutcracker Suite" by Tchaikowsky, etc., had previously been sent to the schools by Miss Florence Dow, county supervisor of music, containing in addition to the selections, the names and nationalities of the composers. The selections were studied by means of the phonograph principally, although the radio and local musicians helped.

Twenty numbers were chosen from the list for the final contest, only a part of each number being played. Out of 141 contestants who entered, 36 made perfect scores and were presented with perfect-score pines. Twenty-three others missed the recognition of one selection, and received blue ribbons.

Each school was represented by a team of three, and team as well as individual prizes were given. Team prizes consisted of large beautifully framed pictures

for the schoolroom. Arcadia, a small one-room school, won first place with three perfect scores. This same school won first place last year and second place the year before. El Verano, a three-room school, took second prize because, although every recognition was perfect, one member of the team made one error in spelling. Maacama, a one-room school, tied with Windsor, a three-room school for third place.

While the papers were being scored a program was given consisting of several miscellaneous numbers, interspersed with community singing, climaxed by an operetta, "An Adventure in Woodland," presented by 65 children from the fourth, fifth, and sixth grades of the Washington Grammar School, Petaluma.

An orchestra of 35 pieces and a chorus of 100 seventh and eighth grade pupils from nine rural schools added to the enjoyment of the afternoon.

This is the third year that Louise Clark, county superintendent of schools, has held a contest in the county, the last one being by far the largest. The pupils have learned 90 selections. The music-memory contest has become a yearly event in the rural school life of Sonoma County, and teachers and pupils alike look forward to it with pleasant anticipation and they enter into it with unbounded enthusiasm.

Italians Make Display of Decorative Art

The Third International Exposition of Decorative Art will be held from May to October, 1927, in the Villa Reale, of Monza, Italy, which is near Milan. Because of the magnificence of its architecture, the sumptuousness and variety of its halls, and the beauty of its gardens, this palace presents an ideal setting for an artistic display of this kind. The first and the second display were truly excellent, but the third is expected to be even greater.

Exhibits are invited from all Italy and from the principal foreign countries which pride themselves upon their ancient traditions well maintained, or upon their recent successful manifestations of decorative art. Participation by the United States is especially desired. The Italian ambassador has written to the Secretary of State to that effect.

Chilean Students Wish American Correspondents

Business and commercial students in the Commercial Institute of Antofagasta, Chile, desire to correspond in English or Spanish with pupils pursuing similar courses in the United States. About 40 boys are enrolled in the commercial course, which includes the study of English, and they range in age from 12 to 18 years. Their object is improvement in the use of languages, a broader acquaintance with commercial geography, and cultivation of more friendly relations with commercial students in the United States. This school is a public institution, and honor graduates are sometimes sent by the Chilean Government to the United States to complete their education. Communications should be addressed to Prof. Regino Mesa, Prat 1028, Castilla (P. O. Box) 300, Antofagasta, Chile.—George D. Hopper, American Consul, Antofagasta.

Junior High-School Course Based on Two Rotating Cycles

Freshman Year of San Diego School Planned for Exploration and Orientation. Subjects in Widely Diversified Fields Enable Teachers to Plan Individual Programs for Remaining Years. Excellent Building and Equipment

By MARGARET ROMER

Memorial Junior High School, San Diego, Calif

MEMORIAL Junior High School in San Diego, Calif., is a typical western junior high school. Let us note the balance of the departments that makes it a model. Many schools are especially strong in one field or department—a feature good in itself but not ideal for a school as a whole. Memorial has that splendid balance which makes it an ideal school.

On approaching the plant the visitor is first impressed with the commanding architecture of the buildings, which are made of brick faced with cement, and tinted a soft dull yellow. The plant consists of three buildings—the administration building; the science building directly back of it; and the technical arts building, a long one-story structure to the east of the administration building.

The administration and science buildings with their connecting arcades inclose a rectangle that has been converted into a garden of marvelous beauty. A velvety lawn spreads like a rug in the center. This is bordered with San Diego palms and surrounded by a walk. Flower beds that are a mass of color fill the space between the walks and the buildings on two sides, and the walks and the arcades on the two ends. A large lawn dotted with shrubs and young trees stretches in front of the group of buildings.

During first year in the junior high school the student is given two cycle

courses. They are so called because the subjects rotate. In one cycle the students take five different subjects each semester and spend four weeks on each subject. Four weeks are spent learning how to use the library. Library arrangement is the same throughout the country, thus if a student learns how to find what he wants in one library he can do the same in any library. Not only is he taught how to find the particular book he wants but he is taught also how to look up any given topic. How many adults can do this unaided?

Memorial has a splendid library containing some 3,000 volumes. It is housed on the second floor of the administration building in a large, light, and airy room.

After the four weeks' study of library usage the students take four weeks of penmanship and four weeks of spelling. The purpose of these reviews is obvious. Next they are given a brief course in hygiene as a reminder of how to care for their bodies. Lastly, they are given four weeks in horticulture to give them at least a little acquaintance with plant life.

Another cycle rotates at the same time. In this second cycle the boys take two different shop subjects and fine arts, and the girls take cooking, sewing, and fine arts. This last cycle has the very definite purpose of finding out in what line the students' abilities lie and the things for

which they are best fitted. It will be observed that the subjects are in widely diversified fields. With this knowledge the vice principals can better guide the students in their two remaining years in Memorial and help them plan their programs to meet the demands of their future life work. The cycle idea originated at Memorial and has proven so successful that it has since been adopted by a number of other junior high schools.

The room to which the student goes the first period in the morning is known as his "home room" and the teacher therein is his home-room teacher—the one to whom the student takes his troubles if he has any. Each home room has a president, and the student-body council is made up of the presidents of the several home rooms. This council takes care of all matters of discipline outside of the classroom. Under the direction of the council, each home room in turn serves as school guards. These guards wear brass badges of authority and are stationed at various posts inside the building and out to see that the rules made by the council are enforced. The result is splendid order in the halls and on the grounds. It is rare indeed that a teacher needs to interfere.

Extra-Curricular Activities are Encouraged

Every alternate Wednesday is club day. On that day the afternoon periods are shortened to allow time for an extra period. This is known as club period. There are some 30 different clubs including Boy and Girl Scouts, Camp Fire Girls, Girl Reserves, and many others. Every student is permitted to join any club he wishes. If he does not select a club he must go to study hall, but there are few in study hall because the clubs offer so many attractions, and opportunities to learn in unusual and delightful ways.



The plant of the Memorial Junior High School consists of the Administration Building, the Science Building, and the Technical Arts Building

All the boys in the school are members of the Boys' Federation, an organization intended to be helpful to the boys and to promote good wholesome activities among them. Its board of directors consists of its officers, a representative from each grade, and a representative from each boys' club, and three men teachers. The girls have a similar organization known as the Girls' League in which matters of special interest to the girls are considered.

Assembly Day an Important Occasion

Thursday is assembly day. On that day the schedule is slightly altered to allow for two assemblies at different times. The first is for the eighth and ninth grades and the second is for the seventh grade. Many prominent people honor Memorial with talks on these days. Often, too, the assembly programs are arranged by different home rooms. In the latter case, the program is supposed to bring before all the students the work done in that particular classroom.

A special two-year course in home making is given at Memorial. It aims to teach its girls everything that should be known by an ideal home maker. The distinction is made between a housekeeper and a home maker. The former can be hired, but the latter is God-given. The course naturally teaches housekeeping as a part of the duties and responsibilities of a home maker, but it also aims to teach the girls the finer things that go to make up the ideal mother and the maker of an ideal American home. The academic subjects given in this course are English, geography, history, music, and household mathematics. In this latter subject, the mathematics used in the home are stressed. The girls are taught how to compute gas and electric bills and the cost of various electrical appliances. They are taught budgets, both personal and family, and how to keep the family accounts. It is certainly a worth while course.

Cafeteria Pays Its Own Way

The school cafeteria is on the first floor of the science building, and is headed by a manager who employs five regular full-time helpers and 27 boys and girls who earn from 25 to 50 cents a day by working noons, thus helping to pay their way through school. A look into the kitchen would draw forth the natural exclamation, "Why, I never expected the cafeteria to be so large!" More than 500 sandwiches are made daily. An average of 600 students are fed each day in the dining room and about 150 boys are taken care of in the sandwich line outside. The growth of the school has made a double lunch period imperative this year. The cafeteria is not a profit-making business. It is so managed that it pays its own way, for that is all that is expected or desired. This makes it possible to serve lunches to the boys and girls at an average cost to them of 15 to 20 cents.

6589°—26—2

Americanization Activities by Parent-Teacher Associations

By LAURA UNDERHILL KOHN

Manager Publicity Bureau, National Congress of Parents and Teachers

THE New York branch of the National Congress of Parents and Teachers has been stressing the work among the Italians living in the State. Mr. Moncadoro, an Italian minister of Newburg, N. Y., sent a letter to his parishioners to explain the aims and benefits of the parent-teacher association. A translation of his letter follows:

DEAR FRIENDS: For a long time your children have been attending the public schools where they have learned the language, the history, and the customs of the United States. The teachers of your children, however, have remained strangers to you because you do not know them, and you have remained as strangers to them, because they do not know you. You have complained that your children were not growing properly and were not trained as you wished; and the teachers have complained that your children were not properly trained at home, that they were not studying as well as they might, and that the parents did not care about the instruction and education of their children.

In order to remedy this state of affairs an association has been organized under the name of parent-teacher association, which meets once a month in the school building where your children go, to see the progress that scholars make, to discuss anything that may help the children, develop the school or the education of the young, and the mutual knowledge and cooperation of teachers and parents.

This association exists, therefore, in order that the teachers may know the parents and that the parents may know the teachers, and thus understand and help each other.

It serves also to enable both teachers and parents to follow the same conduct in dealing with a particular scholar. It serves to give everybody an opportunity to take an interest in the school; the school does not belong to the Government but to the people—the parents. It serves to establish a friendly and social relation among the teachers, the parents, and the pupils and thus unite for a common purpose the home and school. It serves for these and many other beneficial purposes for the present and future advancement and welfare of the individual of the city or the Nation.

To join this association you have only to apply to your children's teacher or to the principal of the school where your children go, and they will be glad to tell you about the next meeting of the association.

Here you will find many teachers and parents who will welcome you most warmly and who are ready to give you all the assistance and help for the success of your children and who will appreciate greatly all the help that you may give them along the same lines.

The public school is the place where people of all nationalities meet on equal basis to work together as citizens of the United States of America for the common good. The parent-teacher association is here to help you realize this common good.

THE Connecticut branch of the national congress has, for the past year, been doing excellent Americanization work. Nearly all the associations of the State, guided by an efficient State chairman, have been working along the following lines:

1. To get in touch (and keep in touch) with all educational activities conducted among the foreign born by your own committees.

2. If no such educational activities are conducted in your town, bring pressure to bear upon your boards of education and boards of finance to establish such work. The requests should be backed up by the results of a canvass among the non-English speaking adults of the community.

3. Give parties or teas for the teachers and pupils of the women's classes. Club women should attend the parties and become acquainted with the women attending.

4. Assume the expense of a teacher's training at the Yale Summer School, this teacher to work among classes in your town.

5. Form a central council of all organizations doing work among the foreign born to avoid overlapping and duplication of effort, this council to cooperate with the local Americanization bureau and serve as a clearing house for all activities initiated and sponsored by local organizations.

6. Visit the local Americanization classes at least once during the sessions, and cooperate at closing exercises by attendance or by help on program, music, presentation of plays or pageants by the foreign-born pupils; they need aid in costuming and in securing correct historical facts and episodes.

7. Canvass for foreign-born parents as members of your associations.

8. Each club member should make herself responsible for one foreign-born woman by securing her friendship and helping her to seek instruction in English, American customs, and principles of American life.

IDAHO having a large number of Mexicans, Greeks, Japanese, and Basques, is doing constructive Americanization work through its parent-teacher associations. One association reports that an interview with a Japanese business man led to meetings in which the Japanese men and women became members of the association. As a result the Americans became understandingly interested in their neighbors and the Japanese learned to appreciate the schools and the community opportunities.

IT remained for Hood River, Oreg., to strike a new note in parent-teacher work. A parent-teacher association was recently organized in that county, of which all members are Japanese. A prominent Japanese merchant was made president and another was elected as secretary. The avowed purpose of the group is to give their race a better understanding of public schools. Japanese children, they say, must be taught American ideals and standards.

THE sixth district parent-teacher association of Cincinnati, Ohio, has a foreign class in one school, and members make a special effort to welcome the foreign mothers. At every meeting there is at least one mother who can not speak or understand the English language.

SCHOOL LIFE

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Editor - - - - - JAMES C. BOYKIN

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Junior High Schools and College Entrance

ONE who is inclined to chafe at the rigidity of the college prescriptions for entrance should consult the college catalogues of 50 years ago. Perhaps the difference will reconcile him to present conditions—and lead him to hope for further elasticity.

At that time the requirement for admission was likely to be so many books of Xenophon's *Anabasis* and of Homer's *Iliad*; certain portions of Caesar, Cicero, and Vergil; algebra through quadratics; plain and solid geometry; and specified pages of a specified history. No two colleges required the same things, and the prospective student was obliged to prepare for a particular institution. Confusion, imperfect articulation, and lack of uniformity naturally resulted.

In a representative preparatory school 20 classes were necessary for 40 seniors. If a boy wished to attend a college other than that for which he was definitely prepared, or if a student decided late in his high-school course to go to college he was in the midst of difficulties, and it was not always possible to find a way out.

The accrediting system, the college entrance examination board, the elective system, the joint associations of colleges and secondary schools, and, above all, a generous spirit of accommodation have made a marked improvement in the relations of the two classes of institutions.

Nevertheless the ideal condition is still far away. Many secondary school men would like the colleges to admit any graduate of a good high-school course of study, and the college men insist upon greater concentration and more thorough preparation in the high schools.

Tests of mental power are accepted more and more as evidence of fitness for college entrance, but because of the necessity for a proper foundation for their own courses even if mental power be proved, the colleges continue to demand knowledge possession in specific subjects. And the high-school directors hold that they are compelled by social conditions to extend their instruction beyond the requirements of college entrance.

Thus the controversy without acrimony continues, as it has continued since the

advent of public high schools with the function of preparing the children of all the people for the duties of all the walks of life.

Now a new factor is injected into the discussion—the junior high school. So long as that innovation is merely a matter of administrative convenience combining departmentalized seventh and eighth grades with the first high-school year without substantial change, no difficulty arises, for the colleges may still have their 15 units as well as in the four-year high school.

New functions, however, are assigned to the junior high school in the accepted practice. It is designed not only to provide suitable environment for adolescent children and to permit gradual transition to higher schools, but also to introduce the pupil to the important departments of human knowledge, to afford opportunity for vocational exploration, to offer suitable courses to those whose school life will not continue beyond the ninth year, and finally to prepare the pupils for specialized work in the following years.

The general tenor of this fits ill into the scheme of college preparation. Exploratory courses, expansive general studies, and completion curricula can scarcely be translated into units. And the question arises, What is to be done about it? The answer must be made, for the junior high school is clearly to be a permanent feature in American education, and the colleges realize that fact, *nolens volens*.

The accrediting agencies have taken up the matter and the discussion has become general. The Bureau of Education recently made inquiry of the colleges concerning their practices in relation to applicants for admission who had pursued the junior high-school course. The results were set forth in a circular prepared by Dr. Arthur J. Klein, which was recently distributed. The substance of it is printed in another column in this issue.

Few colleges are now accepting students upon the basis of senior high-school work only, but three-fourths of them would do so, apparently, if that procedure were approved by the accrediting agencies. Clearly the solution of the problem must come from that direction.

Observe the Anniversary of the Constitution

VENERATION for America's noblest contribution to political science, the Constitution of the United States, grows with the passing years. Ardent Americans there are in plenty who fondly believe that our country is blessed of Heaven and they unhesitatingly claim divine inspiration for the men who drew the in-

strument upon which our national greatness rests.

Benjamin Franklin said during the Constitutional Convention: "I have lived, sir, a long time, and the longer I live the more convincing proofs I see of this truth—that God governs in the affairs of men. And if a sparrow can not fall to the ground without His notice, is it probable that an empire can rise without His aid?" And God-fearing America is comforted in the belief that beneficent Providence guided not only the able men who framed the Constitution but also those who procured its adoption and those who directed the Nation's affairs in the crises through which it has passed since.

But belief in the direct interposition of the Deity in earthly affairs is not necessary to enable one to recognize in the Constitution a production of creative genius of the highest type. It excels all other efforts in political science as Hamlet excels in literature, as the Parthenon excels in art, and as the steam engine excels in invention. In its merit as a political conception and in the benefits that have come from its operation no other single production of man is comparable with it. To understand its provisions is the duty of every American, and to inculcate the knowledge of it is the duty of every teacher.

The anniversary of the completion and signing of the Constitution, September 17, is approaching. The day should be recognized in every school. Formal exercises are appropriate if the preferences of the teacher are in that direction; but whether such exercises are conducted or not, the attention of every child should be directed to the anniversary; and the events which led up to the convention, the characteristics of the Constitution, and the results that followed its adoption should be discussed.

The Constitution Anniversary Association, with headquarters at 28 East Jackson Boulevard, Chicago, is promoting the observance of the anniversary, and the bulletins of that association contain much that is useful to teachers. The association urges that September 12-18 be observed as Constitution Week, but does not recommend that the schools devote more than an hour to the anniversary.

The National Security League, 17 East Forty-ninth Street, New York City, has been particularly active in forwarding the laws requiring the teaching of the Constitution, and it has done much to aid teachers to make their instruction effective and inspiring. It is now offering free correspondence lessons for that purpose.

These are representative examples of organizations devoted to the encouragement of love and respect for the Constitution. And every patriotic and civic association in America works in its own way to similar ends.

National Education Association Meets at Philadelphia

By KATHERINE M. COOK
Chief, Rural Education Division, Bureau of Education

PHILADELPHIA, 1926: The Sesquicentennial Exposition and the charms of historic Philadelphia vied with the sessions of the National Education Association in holding the attention of teachers and school officers at the sixty-fourth annual meeting of the National Education Association June 27 to July 2, 1926. Large general sessions were held in the auditorium at the Sesquicentennial grounds. Other general sessions and sectional meetings were in the Garrick and Forrest theaters and at several hotels. Business and other meetings of the representative assembly, with general headquarters, were in the Academy of Music. Meetings were conveniently centralized in the business district, with the exception of those held in the auditorium on the Sesquicentennial grounds.

Means of Transportation Were Ample

Two-story busses, taxis, and street cars furnished an abundance of easy transportation to the grounds; evenings—and most of the auditorium meetings were held in the evening—were reasonably cool; with the sightseeing opportunities en route there was diverting as well as profitable experience for those who attended the general sessions at the Sesquicentennial grounds.

Delegates and visitors were scattered among the several large hotels, somewhat less conveniently housed, so far as lobby visiting was concerned, than at other meetings with a "headquarters" hotel. Apparently the largest number were at the Ben Franklin Hotel, though many of the best known and most regular convention attendants were at the Bellevue-Stratford and elsewhere.

Philadelphia is eminently an attractive convention city, bedecked in holiday attire not only for the National Education Association but for Sesquicentennial visitors in general. Decorations of flags and bunting in the national colors; electric lights in soft-shaded red, white, and blues outlining historic buildings; and the replica of the grand old bell of sacred memory in electric lights at the entrance to the Sesquicentennial grounds were enough to put visitors in a mood for patriotic service, despite the weather man. At any rate, the meetings were well and attentively attended. The one day given to sight seeing, a commendable

practice followed in recent meetings, offered reasonable opportunity to satisfy the visitor's interest in the city's numerous attractions and added, no doubt, to the faithfulness with which delegates attended the various meetings.

The annual election of the president aroused more than usual interest, at least among nondelegates. It may not have been more enthusiastic but the enthusiasm was certainly more apparent throughout the week. Illinois came "lined up" for its candidate and with frequent demonstrations, much display of badges and banners, and general acclaim announced its intention to elect State Superintendent Blair to guide the affairs of the National Education Association in A. D. 1926-27. Missouri was equally loyal to the one opposing candidate, President Uel Lamkin of the Northwest Missouri State Teachers College, Maryville. The spirit of the delegate assembly was on the whole somewhat reminiscent of Alabama and its 24 votes for Underwood. The nominating speeches aroused special interest. Preparation and oratory versus extemporaneous witticisms with the honors, if the result is a criterion, to oratory. At any rate Superintendent Blair received the majority of votes, and his election was made unanimous on motion of his opponent.

Many Novel Features in the Program

Much interest in the program was expressed because of its difference from the ordinary National Education Association program. President McSkimmon discovered many new and interesting people outside the regulation educational circles usually drawn upon for speakers. Among the interesting and brilliant persons who added significance and value to the program and expressed an "extra-mural" point of view on educational matters a few seem worthy of special mention. There were Cameron Beck, personnel director of the New York City Stock Exchange, delightful and interesting; Grace Abbott, Chief of the Children's Bureau of the Department of Labor, enlightening as well as entertaining; Members of the Congress of the United States, Representatives William D. Upshaw and Brooks Fletcher, the former discussing "The child and the movies," the latter giving an unusual exposition of "Means used for getting the

viewpoint of children." David Dietz, representing the newspaper profession; W. E. Harkness representing the radio world, were others among the many delightful contributors varying from our more or less staid educational expectations. Other new personalities were Miss Kate Wofford, of Laurens County, S. C., with a new and enthusiastic note on "The child in the new South;" Katherine Dosier, of Gainesville, Ga., and Mrs. Reeves, the dignified president of the National Congress of Parents and Teachers. Several excellent reports featured the delegate assembly meeting of Thursday morning.

Distinguished Speakers at General Meetings

Significant programs were those of Monday evening, addressed by Superintendent McAndrew, of Chicago; Dr. John Finley, of the New York Times; and President McSkimmon; of Wednesday evening, addressed by Angelo Patri, Representative Fletcher, and President Condon, of the department of superintendence; of Thursday morning in both the Garrick and Forrest Theaters, in which addresses were given by Bird Baldwin, director of the child welfare research station of the University of Iowa; Sarah Louise Arnold, president of the Girl Scouts of America; Edwin Starbuck, of the philosophy department of the University of Iowa; Julia E. Sullivan, department of classroom teachers, Boston; James F. Hosie, of Teachers College, Columbia; and John J. Tigert, United States Commissioner of Education; and Thursday evening at the auditorium, when Doctor Winship, Rabbi Wise, and Henry Turner Bailey were the speakers.

The theaters were exceptionally comfortable meeting places. The joy of auditorium meetings was somewhat marred, however, by the usual difficulty of hearing in large assembly halls. Speakers apparently need practice and a certain resonance of voice to speak successfully through the microphone.

Vesper Service a Popular Feature

The vesper service, now a feature of the summer meetings on the opening Sunday, addressed this year by President William Mather Lewis, of Washington, and the Tuesday night recital of the Philadelphia Orchestra, were delightful high-light events of the week. The opportunity to hear the Philadelphia Orchestra as guests of the teachers and citizens of Philadelphia was a memorable one—worth a long journey on the part of those who do not often have the privilege of hearing this great musical organization. These two occasions were certainly among the most enjoyable experiences of the summer meeting.

Improvement of School Yard Becomes Profitable Community Project

Uninviting Vacant Lot Adjoining School Property Transformed into Productive Garden, Beautified by Flowering Plants and Vines. Pupils of all Grades Participate in Work With Great Enthusiasm. Boys Enjoy Digging Post Holes and Cutting Down Hills. Girls, Big and Little, Plant and Tend Flower Beds. Parents and Public Officers Show Interest and Give Aid

By LOU E. BALLENGER

Principal Corcoran School, Washington, D. C.

EDUCATORS of to-day tell us the school should be the place where the child actually lives a part of his day, in hearty purposeful activity, with the opportunity for social experience, initiative, and cooperation with his fellows in some common purpose. "It is during the conscious pursuit of ends that the greater part of human learning takes place," says Doctor Hasic.

The following accounts the work of an elementary school in the District of Columbia, where a genuine need for civic development was evident. At first, no definite idea of the project was in mind, but it soon burst forth into an opportunity to work out an all-school project, and the teachers with their respective classes all concentrating their energies on a plan for a purposeful activity by which to inspire pride in their school and community, better school spirit and real life situations for classroom activities.

Vacant Lot Is Government Property

Between Rock Creek Park and Potomac Park lies a strip of land bordering Rock Creek which was originally of great beauty. With the growth of the city, however, it had been denuded of its natural features and portions of it had become little better than a common dumping ground. That land has recently been bought by the Federal Government, and eventually it will be restored to its former attractiveness and transformed into an appropriate connecting link between the two great parks of Washington. No provision has yet been made for the improvement and it is probable that several years will pass before anything is done with it.

Approximately an acre of that land abuts the yard of Corcoran School. Its condition at the beginning of this story was that of a typical unclaimed vacant lot in an out-of-the-way neighborhood. Holes that had been cellars remained to indicate that houses had once been there. Hillocks of debris were piled here and there, and in the hollows between them pools of water stagnated until the summer

sun dried them up. A motley collection of broken furniture, discarded garments, tin cans, blocks of concrete, twisted iron pipe, bottles, and dead animals adorned the surface, and at least two or three rickety wagons were habitually parked there.

The disrespect which the residents of the vicinity showed for the vacant lot naturally extended to the school yard which adjoined it, and the occupants of the neighboring houses used the school yard impartially with the vacant lot as a thoroughfare for themselves and their

the debris, fence the entire lot, and with police protection maintain the improved condition.

The project concerned the entire school and the community as well, and the undertaking was approached from that standpoint. The pupils and their parents responded readily and enthusiastically to the suggestions which the teachers made.

The boys of the seventh and eighth grades had long wanted a baseball diamond. Here was the opportunity to make one for themselves, and it was difficult to hold them back until the earth



Leveling the hills was enjoyed as a sport

animals in going from their back gates to the nearest street.

To describe the situation is to state the problem and suggest the remedy. During the winter of 1924-25 the principal of the school, the teachers, and the "nature teacher" discussed the matter at length, and plans for improvement were developed.

The officers in charge of public buildings and grounds readily agreed to allow the teachers to clear and to use the vacant property. The task was then to fill the excavations, cut down the hills, remove

was in condition for digging. The sixth grade specializes in gardening in its spring nature study, so the children of that grade were overjoyed at the prospect of a plot for a vegetable garden. The first graders were anxious for a bed of morning-glories, and the fourth-grade children wanted a flower garden. Thus, each grade had a particular interest in the yard project, and the first care of the teachers was to stimulate their enthusiasm.

Actual work was begun with a vim during February, 1925, and teachers, pupils,

and parents committed themselves wholeheartedly to the work. City officers cooperated effectively; they promptly caused the removal of much of the objectionable material that had accumulated on the lot, erected signs warning

too. Several strong young men who had previously attended the school were free in the afternoons to help. Frequently, on Friday, a call would be made for Saturday morning volunteer workers, sometimes 10 and other times 20, according to the work to be done. It was usually necessary to cut the lists of names sent in, as the supply exceeded the requirement. To work became a privilege.

Things were finally in readiness for a garden where children could raise vegetables, for improving the landscape to develop a love for beauty, and for desirable space to add to the school playground. Space was measured off for the garden. To have this successful, it should be fenced in. Through the aid of the park commission, a vacant lot near the river front was found from which 15 splendid cedar fence posts could be obtained provided the school could dig and haul them.

Four large boys insisted that this be assigned to them. The nature teacher who accompanied and directed them hauled the posts, making many trips, for not more than two could be brought at a time through the city streets on the bumpers of her coupé. Three 8-foot posts were set 4 feet in the ground. These were most difficult to move. This time a man

with a tractor offered aid. A near-by blacksmith was kind enough to lend a cable, and the tractor pulled out the three stumps.

The garden was laid off and stakes placed for the post holes. Two large boys were in charge of the digging of each hole. The Parent-Teacher Association had given authority to the principal to purchase any necessities, and sufficient 6-foot wire for the fence was bought. It was a notable day when the wire was stretched and stapled to the posts.

Cooperation of Manual Training Shop

In the meanwhile, five eighth-grade boys wanted to make the gate, and working drawings were prepared. With the cooperation of the manual training teacher, the gate was completed in the shop during the next lesson period. A mother donated a splendid lock and hasp. Manure was furnished by the nature department of the city schools and spread over the space thus inclosed.

It was now realized that to make the trespassing signs really effective a fence inclosing the entire lot was necessary. One of the leading builders of the city, hearing of the undertaking, offered to furnish 250 feet of lumber, 25 posts, one-half keg of nails, and a carpenter to build the fence. The materials were gladly accepted but the carpenter was declined, for the children were getting a real feeling of pride and ownership with every nail or staple they drove; and that feeling was better than a perfect fence. This fence was lined off along the pavement, posts placed, a single board nailed at the top, and chicken wire was stretched below.



Big boys claimed the privilege of digging up the posts

trespassers away, and caused 48 loads of ashes to be dumped in the abandoned cellars. A contractor who was excavating in the neighborhood was glad to finish the job with a hundred truck loads of loam which he would have been obliged otherwise to haul several blocks further.

Soon every wheelbarrow, pick, shovel, and rake in the neighborhood was put into use. These, with the tools furnished by the nature department, gave an ample supply for many hands. All the children wanted to be useful. Boys whose parents and teachers found difficulty in overcoming tardiness, were eager to be there at 8 o'clock, if permitted to use the wheelbarrow. Many days the spades were busy and wheelbarrows squeaked for an hour before school, during every recess, and after dismissal, usually continuing until 5 o'clock.

Interest of Community was Aroused

Daily, each class above third grade had one period of supervised out-door work. Never was a group at work that people did not stand on the pavement and watch. Here the opportunity to solicit community interest was grasped. It was quite the usual occurrence for men to call and ask if they could help. Mother Earth was luring the grown-ups



The little folks watered their vines during recess

In front of this fence the first and second grades planted morning-glory seeds. The little folks rarely had a recess without watering or noting the growth of their garden. A triangular corner near the school building was assigned the kindergarten. Here castor beans were planted in a cluster and back of

class had accomplished a specific piece of work. "Our yard, now and as it will be," was the subject of one of the weekly assemblies at which a representative from grades 2 to 8, inclusive, reported to the school on its own activity.

The vision belonged to practically every child, for they frequently referred

in business and official life, who contributed their advice or substantial gifts such as lumber, rose bushes, shrubs, or vines, were written in class and sent in the name of the school.

Near the close of the term, the eighth grade outlined for itself the entire work as a matter of record, using the headings, grading, fencing, planting, and donations received. Problems in arithmetic based on the garden work appeared on the blackboards during the spring term and the children were prompt in building their original problems on this vital subject. Both spelling and penmanship were easily and frequently motivated by this interest.

In May, 20 splendid photographs, taken by a photographer from the Agricultural Department, were sent to the school. These gave a genuine thrill to teachers as well as to the pupils, especially the youngsters who happened to be in the picture. Realizing the joy of appearing in a school picture, a number of kodak views were taken of the class groups at work in the yard.

Parent-Teacher Association is Interested

Here was splendid material for use at an evening meeting of the parent-teacher association with the theme "Our school yard." A representative from each grade was selected by the class to be on the program. Each told what his group had done to improve the school grounds. Garden songs were sung and an inspiring speech was given by the assistant superintendent of the schools. The kodak pictures and those taken by the Agricultural Department were mounted and hung along a wall of the kindergarten room. Invitations written by the children of grades above the second, as a class lesson,



Hoeing the garden was done without urging

them, near a fence, were planted morning-glories to hide an untidy neighboring yard. The border along the stone wall of the actual school yard was used by the third, fourth, and fifth grades. Boston ivy was planted, and an abundance of zinnias and cosmos formed the border. Everything planted was with the purpose of getting the quickest and most effective results.

As all of the slopes were not cut down, their bare sides must be made green. Grass was out of the question. Through the courtesy of one of the officials of the Agricultural Department, a number of vines, honeysuckle, kudzu, and ivy were procured and planted. These slopes became the pride of the seventh and eighth grade girls. The inclosed garden was the project of the sixth grade, the girls taking the border and the boys the plots for vegetables. The purple flowering bean was used to cover the fence and zinnias and marigolds were to make a showy, hardy border.

Close Correlation with Classroom Studies

In what ways did this outside activity correlate with the work of the classroom? Barely a day passed after it was first discussed that there was not some associated activity, some work motivated by it. Here was a wealth of material for oral and written English. From the kindergarten through the eighth grade each week oral reports of the work were given and paragraphs or letters written when a

to their yard as later to become one of the beautiful Washington parks.

The two upper grades took charge of the correspondence. When anything had to be ordered, or requested, the business letter became the school exercise, and the children selected the best letter to be sent. Numbers of notes of thanks to men



Vegetables were sold at market prices

requested the parents to come see the pictures of their children at work in the school yard. This proved a successful drawing card, for never had there been such a large attendance. Here was an excellent opportunity to solicit the interest of the neighborhood in the protection during the vacation period.

Work is Continued During Vacation

During the summer vacation this building was open six weeks from 8.30 to 12.30 for a summer school, the playground was supervised from 1 to 6 o'clock daily except Sundays under the direction of the municipal playground director, and the garden work continued under the leadership of the nature teacher. A number of boys and girls worked three mornings a week in the garden throughout the summer. Parsley, carrots, beets, Swiss chard, beans, tomatoes, and radishes, in sufficient quantities for family consumption, were taken home each time. Much genuine knowledge of plants, their pests, and how to overcome them, was gained by the young farmers, as well as wholesome exercise, a greater love for nature, a spirit of cooperation and respect for property rights. Some of the insect pests caught in the garden were put in an insect cage for study when the young worker was weary of weeding and hoeing.

When school opened in September the pride and enthusiasm was greater than in the spring, for the entire yard was transformed. Flowers were cut for decoration, as well as for drawing and for language lessons.

Workers Receive Public Recognition

An outdoor assembly was held one morning late in September, to which the supervisor, the official from the Agricultural Department who had taken such an interest in the endeavor, the head teacher of the nature department, and the nature teacher of the school were the invited guests. It formed an inspiring picture, as the classes stood beside the garden. Three children gave reports of their summer work, the visitors spoke briefly, and then came the important moment when the 17 boys and girls who had remained at their tasks the entire summer were presented with certificates—diplomas they called them—stating that they had completed the garden course at the school during the summer, 1925. These were signed by the supervisor, principal, and nature teacher, rolled, and tied with ribbons of the school colors. This recognition of the garden workers proved its worth, for there will be no trouble getting children to stick to their garden work in the coming summer.

By October 1 the vegetable garden was cleaned and a sale of vegetables was held for two days. Popular market prices

were sought, signs painted, and a stand arranged on which the produce was attractively exhibited. Twenty dollars profit brought joy to the gardeners whose crops had been taken home throughout the summer. This money they turned into the fund for materials for the next summer's garden work.

Exhibition of Photographs Stimulates Interest

The interest of friends continued, for one fall day the second assistant superintendent visited the school, bringing as a present plants to be put into the yard. A lad brought chicken wire and with the help of a companion built a protection for the small shrubs. Again through the kindness of the Department of Agriculture a tremendous spur to interest was possible. Twenty of the pictures taken during the summer had been made into hand-colored lantern slides. As the school had just purchased a projector, this material was shown the children of all the grades. They had genuine joy in recalling each of the endeavors shown. The following evening these slides gave equal pleasure to the parents at the parent-teacher association meeting.

With such a safe, attractive play space, supplied with ladder, slide, swings, bars, basket-ball goals, it seemed a waste not to have supervised play after school hours. Cooperation was quickly demonstrated, for a mere request brought results from the municipal playground office. A young lady director was in charge from 3 to 6 on school days, and 9 to 1 on Saturdays. In the fall the request for a man two afternoons a week was granted also. They aided in forming the school teams of basket ball, soccer, and dodge ball, and gave necessary practice to enter championship games or athletic tests. Often as late as 5 o'clock there would be 50 children at play. Mothers whose little ones were safe only indoors left them to play until dinner time under the care of a skilled teacher.

Children Enjoy Participation Notwithstanding Labor

Has this project proved satisfying? To realize its value one has only to study the group spirit, the joy with which each child is looking forward to the spring when he can get out to help make the garden. To be deprived from assisting in any endeavor there, no matter how hard the labor involved, is considered a punishment by any of the children. Certainly here the children have met a vital situation, dealt with the real problem of every day life, and so have gotten something out of life and have given something to it. In so doing they have been attaining a better citizenship in the community.

Recent Publications of the Bureau of Education

The following publications have been issued recently by the Bureau of Education of the Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Progress and prospect in school health work. J. F. Rogers. (School Health Studies, No. 10.) 5 cents.

School nurse administration. J. F. Rogers. (School Health Studies, No. 11.) 5 cents.

List of references on vocational guidance. (Library Leaflet, No. 32.) 5 cents.

Recent progress in legal education. A. Z. Reed. (Bulletin, 1926, No. 3.) 5 cents.

Motivation of arithmetic. G. M. Wilson. (Bulletin, 1925, No. 43.) 10 cents. Land-grant colleges. W. J. Greenleaf. (Bulletin, 1925, No. 44.) 10 cents.

Statistics of universities, colleges and professional schools. (Bulletin, 1925, No. 45.) 25 cents.

Progress in home economics education. Emeline S. Whitcomb. (Bulletin, 1926, No. 4.) 5 cents.

General university extension. T. H. Shelby. (Bulletin, 1926, No. 5.) 5 cents.

Dr. John De La Howe Industrial School, Willington, S. C. (Industrial Education Circular, No. 24.) 5 cents.

Characteristic features of recent superior State courses of study. Annie Reynolds. (Rural School Leaflet, No. 41.) 5 cents.

Rhodes Scholarships, 1926. (Higher Education Circular, No. 31.) 5 cents.

The story of the Declaration of Independence. J. C. Boykin. 5 cents each, or \$1 per hundred—Mary S. Phillips.



Many Small Libraries for Prague Workmen

In the number of libraries for workmen the city of Prague surpassed all other cities. The state statistical bureau announces that 490 libraries of this class are maintained in the city, with 208,127 volumes—an average of 425 volumes per library. The "Czechoslovak Professional Assembly" founded 93 of these libraries, with 44,686 books; the Czechoslovak Workmen's Union founded 82 with 40,124 books; and the International Professional Workmen's Union founded 70 libraries with 32,523 books. The last-named organization maintains a central library of 18,618 books. The union of compositors, lithographers, and printers has a library of 10,008 books. It was established in 1862.—Emanuel V. Lippert.

Junior High Schools and College Entrance Requirements

Attitude of College and University Officers Upon Question of Considering Senior High-School Record Only—Few now Accept Three Years' Work, but Majority Would Follow Lead of Accrediting Agencies

By ARTHUR J. KLEIN

Chief Division of Higher Education, Bureau of Education

THE CLAIM is made by schoolmen interested in the development of the junior high school, that present college entrance requirements restrict the junior high school in the development of unified completion programs. This question has aroused so much discussion and has brought the proposal to modify existing college entrance requirements so prominently before State and regional accrediting agencies, that upon May 1, 1926, the United States Bureau of Education sent the following questionnaire to the 744 colleges and universities listed in the Educational Directory for 1926:

1. Do you at present accept three years of senior high-school work (12 units) for admission without reference to preceding work?
2. (a) Do you require a record of the last year of junior high-school work in addition to the three-year senior high-school record?
(b) May a graduate of a junior high school offer his certificate of graduation from the junior high school as the equivalent of three elective units for entrance credit?
3. Do you give any entrance credit for work done before the third year in the junior high school (language, for instance)?
4. Would you be inclined to accept 12 units of senior high-school work for entrance if other institutions and accrediting agencies approve such procedure?
5. If you care to make further comment upon this subject, please do so below.

Portions of a mimeographed circular distributed by the Bureau of Education.

Replies were received from 626 institutions. The results of the inquiry are shown in the following tables:

FOUR-YEAR COLLEGES

	Yes	Percent	No	Percent
Question 1.....	39	7.8	452	92.2
Question 2(a).....	404	89.9	45	10.1
Question 2(b).....	30	11.1	241	88.9
Question 3.....	102	22.9	342	77.1
Question 4.....	312	73.2	114	26.8

JUNIOR COLLEGES

	Yes	Percent	No	Percent
Question 1.....	5	5.5	86	94.5
Question 2(a).....	80	91.9	7	8.1
Question 2(b).....	4	8.5	43	91.5
Question 3.....	25	27.7	65	72.3
Question 4.....	75	84.2	14	15.8

A higher percentage, 9.4 per cent, of colleges with enrollments of less than 500 admit upon the sole basis of 12 units

earned in the three-year senior high school than is the case with any of the other classes of institutions for which tabulations are made. Private colleges enrolling over 1,500, with 5.4 per cent, are the most conservative of the groups tabulated upon the basis of size. The medium-sized institutions, with 7.4 per cent, also fall short of the general percentage, 7.8 per cent, for all four-year institutions. State universities, with 75 per cent, are only slightly less liberal than the general run of four-year institutions, but the percentage for all State-supported colleges and universities, 5.3 per cent, falls considerably short of this.

Tabulations by territory included in each of the regional accrediting associations show that practice in regard to admission to college upon the basis of 12 senior high school units is most liberal in the region covered by the North Central Association. Over 12 per cent of the colleges reporting admit upon the 12-unit basis without reference to preceding work. The territories of the New England and the Northwest associations are most conservative, with 2.9 per cent and 3.2 per cent, respectively. In the region of the Southern Association the percentage, 7.8 per cent, of institutions admitting on the 12-unit basis is the same as the general percentage for all four-year institutions. Percentages determined upon a regional basis are of course affected by the degree to which the 6-3-3 plan of organization has developed.

Three Units for Junior High School

Thirty 4-year colleges of a total of 271, 11.1 per cent, whose replies or comments were such as to indicate that the question was understood, allow graduation from junior high school to count as the equivalent of three elective units in making up the 15 required for admission; of the 30, 20 are institutions with an enrollment of less than 500. The number in the other classes of institutions covered by the tabulations is negligible.

Almost one-quarter of the four-year colleges, 22.9 per cent, 102 institutions out of a total of 444, allow credit for certain subjects carried on before the third year in junior high school. In

this case private colleges with an enrollment of 500 to 1,500 are most liberal, 26.9 per cent making such allowance.

Seventy-three and two-tenths per cent of the four-year colleges would be inclined to accept the 12-unit method of admission if other institutions and accrediting associations approved the procedure. State universities with 78.5 per cent are most inclined to adopt this plan. Private colleges with enrollments of from 500 to 1,500 are most conservative with 66.6 per cent, while private colleges with enrollments of over 1,500 with 70 per cent are also less inclined to change than are four-year colleges as a whole. Of the colleges in the territory of the North Central Association 83.4 per cent are willing to adopt the plan. In the territory of no other association are the colleges so hospitable to the plan as the four-year colleges as a whole. The institutions in the territory covered by the New England Association are most conservative, with 58.3 per cent, but the colleges in the region of the Middle States and Maryland, with 59.1 per cent are only slightly less reluctant.

Many Follow Accrediting Associations

Several comments raise points of significance. Twenty-eight institutions go no further than to state that they follow or "are controlled by" one of the regional accrediting associations, the State university or the State department of education. Twenty-two state simply that no official action has been taken, but 25 others add in effect that the question is up for consideration and adjustment of divided opinion. Several call attention to this resolution of the North Central Association upon the subject:

That the commission on secondary schools request the association to repeat its urgent invitation to the colleges included within the North Central territory to revise their terms of admission in such a manner as to permit students to qualify for entrance on the basis of units of work—11 or 12 in number—accomplished in the tenth, eleventh, and twelfth grades of the secondary school.

Others recall that the Southern Association has a committee to consider the matter. Copies of a report adopted by the New England Association of Colleges and Secondary Schools were also furnished. This report reads as follows:

The junior high school is an established fact in the organization of secondary education, and the chief burden of preparation for college must rest on the senior high school. It should be possible for the pupil who has followed a noncollege preparatory curriculum in the junior high school to meet the college entrance requirements in the senior high school.

Definite Plan Devised in Nebraska

The plan of the University of Nebraska, which several institutions follow, was also supplied and described. The quotation from a publication issued by the university follows:

The University of Nebraska has adopted the plan of admission from senior high schools for all high schools, leaving the former plan as optional temporarily.

Graduates of accredited high schools may have full admission to freshman standing on 12 units (24 points), conditional admission on 11 units completed in the senior high school (grades 10, 11, and 12), provided that a year of algebra and a year of foreign language may be counted from work carried in grade 9, in such instances the total credits earned in grades 9 to 12 being fewer than 15 units (30 points).

Nine academic units are required, seven of which shall consist of a major (3 units) and two minors (2 units each), which shall include English and mathematics for all colleges. Academic subjects are defined as English, foreign languages, mathematics, natural sciences, and social sciences. A major in foreign languages may consist of a year of one language and two of another, but a minor must be in a single language.

College Preparation Confined to Three Years

A committee appointed by the Pennsylvania State Educational Association "to consider the question of the junior high school and its relation to college entrance requirements," the Lafayette Chapter of the American Association of College Professors, and a series of conferences held in connection with "Schoolmen's Week" at the University of Pennsylvania in March, 1925, agree upon the following:

That a certificate for 12 units from a senior (three-year) high school for a student who has previously completed a three-year course in a standardized junior high school be accepted for college entrance and accorded the same recognition as is given a certificate for 15 units from a four-year high school. Specific preparation for college should be restricted to the last three years of the high school, thus freeing the junior high school from the responsibility of direct preparation for college entrance.

The University of Kansas states "the question is now being considered by the chancellor's cabinet, made up of deans of schools and heads of divisions." Several other institutions have appointed committees or taken other formal action to study the question. Clark University reports that the policy which will be adopted will probably be in accord with the following principles: "First, base admission on three-year senior high school, crediting to the full the language and mathematics which may be started in the junior high school and continued; second, if this does not provide 15 units, will accept specified units taken in the last year of the junior high school. Probably general science would be preferred."

Desire Standardization of Junior Schools

Desire is expressed by 12 institutions that previous to adoption of the plan the junior high school be standardized to insure satisfactory work prior to the three-year senior high school; "because many so-called junior high schools are merely seventh and eighth grades," is characteristic of this comment. The University of Washington states that so long as the third year of the junior high school is equivalent to the ninth grade, or the first year of the four-year high school, no

trouble is to be expected, but when the junior high school is standardized to the point where it is offering unified three-year courses, difficulties will arise.

In four instances in this connection the conviction is expressed that the foreign-language work should be started in the junior high school period, thus implying the necessity of reference to junior high school records or the belief that foreign-language work acceptable for college entrance from senior high school should not include beginning language courses.

One institution suggests that a five-year period be allowed for adjustment to some definite plan looking to admission on the 12-unit basis. Favor of the plan appears in 25 cases to be conditional upon assurance that the 12 units of senior high school work cover definite prescriptions in English, foreign language, mathematics, and science. The institutions are inclined, therefore, to favor for the present admission on the basis of 12 credits from the senior high school and 3 elective credits from the junior high school.



To Direct Pupils' Attention to Posture

Four girls and five boys were selected as the most physically fit pupils in a "posture drive" conducted last session in Junior 3 High School, Trenton, N. J. In a contest following two weeks of special emphasis on good posture, after combing the entire student body to find the best groups, 28 boys and 38 girls were chosen as of excellent posture. Careful elimination by a committee composed of the State director of physical education, the city director of health education, and the supervisor of physical education, resulted in selecting four girls and five boys as the best physical specimens in the school. For the 75 boys and 106 girls classified as of poor posture special corrective exercises were prescribed.



Special Courses for Pastors of Rural Churches

Nineteen States and at least eight religious denominations were represented this year in the enrollment of 68 country pastors and priests in the rural church summer school conducted by the University of Wisconsin. Upon satisfactory completion of three consecutive sessions of summer study at the university and the carrying out of certain required project work in their parishes during the year, 10 rural church certificates were awarded, and 4 special certificates were given for completion of equivalent work with at least one session of residence.

High School Students as Wage Earners

Of the 2,947 students at Central High School, Washington, D. C., in 1925-26, 245 (230 boys and 15 girls) stated that they were partially self-supporting, in response to a questionnaire circulated by the class in statistics.

A higher percentage of seniors worked than of any other class. Of the 330 boys, 58 were working, but of the 452 girls only 8 indicated that they were employed. The typical age of the class was 17, and that of the workers was 18 years. The principal jobs were as salesmen, clerks at soda fountains, newspaper employees, musicians, and office workers, but a few worked as auto mechanic, filling-station attendant, moving picture operator, gymnasium instructor, usher, collector, page, painter, printer, etc. The highest rate of pay was received by the musicians—from \$1 to \$4.50 per hour. The students averaged 17½ hours per week at 59 cents per hour, or about \$10.50 per week. Half of them were obliged to contribute to their support in order to remain in school.

The freshmen workers were employed chiefly in serving newspapers; their average age was 14½ years and their work averaged 13 hours per week at 42 cents per hour. The sophomores and juniors worked principally as clerks in grocery or drug stores; their normal age was from 15 to 16 years; about 17 or 18 hours were required per week at a wage of 33 cents per hour.

Of the senior girls, two worked Saturdays in department stores, at \$2.40 per day; two worked afternoons and Saturdays in offices at \$10 per week; one was cashier on Saturdays at \$3 per day; one worked afternoons as playground assistant at \$40 per month; one did hostess work evenings at \$6 per week and meals; one worked in a gift shop afternoons and Saturdays for board, room and 1 per cent on sales. Five of these girls were working to remain in school, and the other three earned pin money.

Some of the students stated that they were saving the money to pay tuition at college. It is probable that many students were working but did not answer the questionnaire. The survey shows, however, the nature of the work that high-school students do, and that a considerably larger proportion of the boys are working than of the girls.—Walter J. Greenleaf.



The military authorities of Czechoslovakia may use the public schoolhouses for the instruction of illiterate soldiers, according to a recent order of the ministry of education.

Excellent Material for Kindergarten Instruction Often Available but not Recognized

A Luncheon Party Made the Occasion of Teaching Nature, Handwork, Aesthetics, and Behavior. Children Entered into Project with Eagerness. Educational Value was Great and Little Expenditure was Required

By NEELE THEILE and DAISY WEED
Austin, Tex.

THE CRY has been loud and long for more materials for kindergartens. This cry is heard often in districts that are introducing kindergartens and in districts that have greater educational ambitions than available funds. With this cry comes the question, "What are the necessary materials?" The materials necessary are those that can best express in concrete form experiences and ideas of the pupil and the teacher. Many times this material is within reach but unrecognized. A project combining nature study and a luncheon party was worked out so that very little expensive material was used.

A hen was brought to the school; the habits of chickens studied and a strip of pictures of chicks for the blackboard was developed through hand work using crayolas, colored chalk, paper, and paste. A live rabbit and toy rabbits made of papier-mâché, brought by the children, were cared for, studied, played with, and loved. The children then were taken upon an observation tour to see the blooming fruit trees, early birds, and wild flowers. Many flowers were gath-

ered and the children soon learned that flowers look better in vases than in jars and bottles. Busy hands put on aprons made from window-shades, and then painted the bottles of many shapes. The bases were made green, because green harmonizes with all colors. A bare branch was converted into the semblance of a peach tree by pasting blossoms and green leaves cut from wrapping paper. This tree was planted in a wooden cheese box filled with sand. Birds were studied, pictures of them were cut from paper and placed among the branches of the tree. Small baskets were made of brightly colored paper to hold the candies that were to help to transform the regular daily lunch into a party. Three of the papier-mâché rabbits were used to add festive air to the lunch table.

On the appointed day, all of the children were excited and eager to help. Teachers supervised the work and the children arranged their tables, and placed white paper runners, placed the rabbits in nests of grass, and placed the flowers in the newly painted vases upon the tables. Each child was given a paper

napkin, a bottle of milk, and a graham cracker, all of which was paid for with 5 cents brought by each child. Gay colored baskets were filled with candies, furnished by the teachers, and placed at every place.

Two of the children were sent to escort the principal to the place of honor. He asked that a picture be taken of the project. The blessing was asked in unison, and the girls and boys were eating and chatting when the photographer arrived.

Through the preparation for and the serving of the party, the children gained much knowledge about nature, handwork, aesthetic environment, and table manners. In the entire project the educational value was great, but it required very little expenditure, having been developed through the use of materials that were easily obtainable.



Greatest Number of Accredited Colleges in New York

New York ranks first among the States in the number of colleges and universities on the accepted list of the Association of American Universities. According to Bulletin, 1926, No. 10, of the Interior Department, Bureau of Education, "Accredited Higher Institutions," the State of New York had, on November 1, 1924, 22 institutions on the list, Ohio came next with 18, then Pennsylvania with 16, Massachusetts 14, and Illinois 13. Indiana and Iowa had 8 accepted institutions each, California 7, Minnesota and Virginia 6 each, and Missouri and Wisconsin 5 each. Four States had 4 accepted institutions each; 5, including the District of Columbia, had 3 each; eight States had 2 each, and 13 had 1 accepted institution each. Two States had no institutions on the accepted list.

Announcement has been made by the association that hereafter institutions will be expected to meet point by point, as a minimum requirement, standards proposed by the American Council on Education; that admission and graduation requirements, the size and training of faculty, teaching schedule, income, buildings, and equipment will all be taken into account in making future admissions to the accepted list.



Kindergartens will be established in the public schools of Paraguay as rapidly as possible, in accordance with the policy announced by Don Ramon L. Cordaso, Director General of Schools. A course of study preparatory to teaching the subject has been introduced in the normal school.—George Kreeck, American minister, Asuncion.



Each child had a bottle of milk and a graham cracker

Intercourse of Dutch and American Pupils

Efforts to bring Dutch and American school children into direct contact with each other through regular correspondence were recently discussed in a meeting of the Netherlands-American Chamber of Commerce. The chamber has been advised that the first letters from the United States would be dispatched as soon as schools open, about September 1. The Institute of Foreign Travel, established by the trans-Atlantic lines and American railway companies, states that many teachers have been granted a year's leave of absence to take trips abroad for the purpose of increasing their general experience. This institute has asked as to the cost of a sojourn in the Netherlands and whether it is possible that it could receive financial assistance in taking part in one manner or another in instruction in Dutch schools. The chamber is preparing a table of living costs in Holland for the information of American teachers, and have under consideration the second suggestion, which they have placed also in the hands of the chief inspector of elementary instruction, who is accustomed to commercial instruction.—*Edward Dow, United States Consul at Rotterdam.*

School Visiting upon Systematic Plan

Interschool visits by kindergarten teachers, accompanied by a member of the kindergarten department, for observation of methods of other teachers have proved successful after two years' operation in New York City. Visits are made in groups of 10 teachers, according to a regular schedule, and in schools observed prominence is given to the particular phase of work it is desired to demonstrate for the visiting group. At a conference held the following week after school hours, which the visiting teachers and the teacher observed are required to attend, two questions previously submitted to the supervisor by each visiting teacher are made the basis of discussion.

A SIX-YEAR ELEMENTARY SCHOOL should be organized to take care of all the fundamental training of pupils. Following this should be a secondary school six years in length covering what is now covered in the ordinary high school and in the first two years of college. At the end of these 12 years the pupil's general education should be measurably completed and he should be equipped with the mathematics and languages and elementary science necessary to prepare him for specialized study. At 18 years of age, instead of 20, he ought to be ready for the advanced professional training which must now wait until he is 22. The six-year secondary school which is thus proposed should not only train its pupils in general lines, it should also select its pupils for various types of advanced work. Thus it should deliver to the professional schools a group of students especially equipped for advanced study.—*Charles H. Judd.*

Municipal Lodging House for Visiting School Children

Vienna and Other Austrian Cities Promote School Excursions and "Direct Teaching" by Providing Quarters and Food at Low Prices for Visiting Pupils. Car Tickets, Opera, and Theaters at Nominal Cost

By ROBERT W. HEINGARTNER
United States Consul at Vienna, Austria

A MUNICIPAL lodging house containing 180 beds has been placed at the disposal of school children who visit Vienna for sight-seeing. This lodging house is considered by the city authorities as a step forward in Austrian school reform, an important feature of which is the co-called direct method of teaching—that is, taking the school children on excursions so that they may learn from objects which are shown them outside the school room. Vienna children are often taken to the country to study geography, geology, etc., on the bank of a stream, near a mountain, or in a forest; and on the other hand country children are brought to Vienna by their teachers to see the buildings and traffic of a great city.

Formerly there were great difficulties in arranging excursions from distant points because there was no appropriate place where the children could be lodged and fed at reasonable prices, but this difficulty is now overcome. The children who come to Vienna on school excursions are now able to stay at the new municipal lodging house for a nominal charge and they are also furnished with breakfast and supper at cost prices. Moreover, the municip-

Official report to the Secretary of State.

ality furnishes the visiting children with free or reduced street car tickets and they are also able to visit the opera and the theaters at small cost.

The lodging house contains ten sleeping rooms with 180 beds, a lounging and a dining room, a hospital, kitchen, and shower baths. All the rooms are light, cheerful, and ornamented with appropriate pictures.

The municipality maintained several smaller lodging houses before the new one was opened, all of which have been closed with the exception of one with 70 beds. The city therefore now has 250 beds at the disposal of visiting school children.

During the year 1925 the number of children visiting Vienna was 3,349, many of whom had never travelled on a railway before, and perhaps the half of these children had never seen a building more than three stories high until they came to Vienna. There have already been 2,695 such visitors to Vienna during the present year, and it is expected that these numbers will grow rapidly.

Other Austrian cities are following the example of Vienna and similar lodging houses have already been opened in Salzburg, Vordernberg, Puchberg, and Gruenbach. One will be opened in Linz.

Yugoslavia's Teachers Well Trained but Poorly Paid

Teachers of primary schools of Yugoslavia must be graduates of normal schools and teachers in secondary schools must have university diplomas. The prospective secondary-school teacher begins his

career with a period of apprenticeship. After three years, but not later than five years, he must take an examination in the branch which he intends to make his main subject. After passing this examination he is promoted to the grade of "professor" in the subject chosen and may then be appointed a professor in any secondary school in the kingdom.

The primary school embraces four years and the secondary school the following eight years. Pupils are, therefore, under teachers of university training from the beginning of their fifth school year. Notwithstanding the relatively high educational preparation demanded of teachers, their salaries are lower than the wages paid to clerks in business establishments.—*K. S. Patton, United States Consul, Belgrade.*

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

BREWER, JOHN M., and others. Case studies in educational and vocational guidance. Boston, New York [etc.] Ginn and company [1926]. xxiv, 243 p. 12°.

A series of concrete problems involving educational and vocational guidance and adjustment is presented in this volume for the use of college and university classes and other students of education. The authors have selected out of their own educational experience more than 100 cases, some completed, others pending, designed to give a general survey of the great variety of everyday problems common to the experience of school and college counselors. The introduction gives full directions for the use of the cases and the questions which follow each case.

BROWN, ZAIDEE, ed. Standard catalogue for high-school libraries; a selected list of 2,600 books chosen with the help of educators and school librarians, with added lists of pamphlets, maps, and pictures. Part I—A classified list with notes, a guide in selection. New York, The H. W. Wilson company, 1926. 9 p. l., 271 p. 8°.

As high-school libraries increase in numbers and in efficiency, they more and more require improved and up-to-date aids in book selection, a need which this standard catalogue is designed to meet.

DOUGLASS, HARL R. Modern methods in high-school teaching. Boston, New York [etc.] Houghton Mifflin company [1926]. xix, 544 p. diags. 12°. (River-side textbooks in education, ed. by E. P. Cubberley.)

This volume contains a progressive organization of the technique of teaching in high schools, and describes the best recent experimentation in the field of teaching practice. Beginning with a statement of the desirable outcomes of teaching and their development, the author then passes step by step from the simpler to the more difficult teaching procedures, pointing out the nature, application, usefulness, and limitations of each special form of teaching technique considered.

EATON, THEODORE H. Education and vocations; principles and problems of vocational education. New York, John Wiley and sons, inc., 1926. vi, 300 p. 8°. (Books on education, ed. by A. K. Getman and C. E. Ladd.)

Problems of vocations are considered in this book from the standpoint of the individual, of the group of individuals organized for a particular purpose, and of economic society as a whole. The problems of education are considered from the standpoint of the basic principles of psychology and the laws of learning, the principles of economics and sociology, and the principles and practices of sound school administration. Consideration is also given to purpose, content, methods of teaching, and school organization, with a view of proposing a unified program of vocational education.

HANUS, PAUL H. Opportunity and accomplishment in secondary education.

Cambridge, Harvard university press, 1926. viii, 60 p. 12°. (The Inglis lectures, 1926.)

The second in the series of lectures on secondary education established at Harvard in memory of the late Prof. A. J. Inglis is embodied in this brochure. The lecturer begins with a survey of recent progress in adapting American secondary education to the needs of the pupils, an improvement especially ascribed by him to the voluntary cooperation of individuals working together in regional associations of teachers and in the National Education Association. He describes the present situation in secondary education as a great opportunity, since we have a junior-senior high school that is a refining and unifying force in our complex society, offering general culture, physical and vocational training, educational and vocational guidance, etc., to all adolescents. The inclusive aim of our secondary education should be to lift the general level of our prospective citizens in health, knowledge, power, character, vocational efficiency, and political judgment, and to do this so as to make the most of every grade of ability, suiting the work to each grade and giving particular opportunity for advancement to the superior pupils.

HOLLINGWORTH, LETA S. Gifted children; their nature and nurture. New York, The Macmillan company, 1926. xxiv, 374 p. illus., tables, diags. 8°. (Experimental education series, ed. by M. V. O'Shea.)

During the past 10 years increasing attention has come to be paid by psychologists, educationists, and thoughtful people in general, to the characteristics and training of intellectually gifted children. Previously the unfortunate deviates—the stupid, the delinquent, the dependent—monopolized nearly all this attention, and it was thought the "bright" children could take care of themselves, without assistance. Doctor Hollingworth presents the facts which have been ascertained regarding the frequency of gifted individuals in the whole group of children; the physical and mental traits exhibited by those who possess superior ability; how they are regarded by their associates and their teachers; and especially, what kind of educational régime seems best adapted to their powers and their needs. The final chapter on social-economic implications discusses the social function, whether beneficent or injurious, of gifted persons, the question of the economic reward of intellect, and similar topics.

MEYER, HAROLD D. A handbook of extracurricular activities in the high school especially adapted to the needs of the small high school. New York, A. S. Barnes and company, 1926. xiv, 402 p. illus., diags., forms. 8°.

Material is here collected for answering many of the current questions regarding specific extracurricular activities of the high school; the object being to aid the schools in meeting the situations and needs; to offer suggestions to the leader and supervisor of activities; to stress the purposes and values of each activity, and to lead those interested to further study and effort, especially by providing a comprehensive bibliography for each topic.

MORT, PAUL R. State support for public schools. New York City. Bureau of

publications, Teachers college, Columbia university, 1926. xiii, 104 p. tables, diags. 8°. (School administration series, ed. by George D. Strayer and N. L. Engelhardt.)

This monograph is the first in a series of contributions in the field of educational administration to be issued by Teachers College, Columbia University. Part I of this study presents the general structure upon which a proper system of State aid to public schools should be built. It seems to the author that in the future development of State-aid systems "payment for effort" will be either entirely eliminated or reduced to a minimum, and accordingly he deals largely with the interpretation of the demands of equalization of educational opportunity. Other plans of State aid are, however, also taken up. Techniques of applying the principles involved are given in Part II, and are illustrated throughout by applications to New York State data taken from an investigation of educational need in New York State by the writer.

THWING, CHARLES FRANKLIN. The college president. New York, The Macmillan company, 1926. x, 345 p. 8°.

The qualities of the actual and typical college or university president are analyzed in this volume by Doctor Thwing on the basis of his long experience as president of Western Reserve University. After general consideration of the office and title, he discusses the interior relations of the president to trustees, faculty, students, and graduates, and his exterior relations to the general community and various institutions and persons. The characteristics of the president as an officer and as a personality with respect to health, scholarship, and organizing power, and in various other connections, are next examined. The conclusion is that in the last analysis it is the man himself, being a personality composed of unnumbered forces, who serves ill or who serves well. A chapter points out the perils of the college president as belonging first to his condition or environment—the exterior dangers, and second, to the things personal, or of official relationship—subjective, the latter type being the more serious. The rewards of the college president are made up both of elements peculiarly personal, and of those which arise largely from exterior relations. The book concludes with a forecast of the future of the office. Its pages are enlivened by many concrete illustrations drawn from the careers of notable college and university executives.

TOUTON, FRANK CHARLES, and STRUTHERS, ALICE BALL. Junior-high-school procedure. Boston, New York [etc.] Ginn and company [1926]. xvii, 595 p. front., illus., forms, diags. 12°.

In this volume the best procedure in school organization, administration, supervision, and instruction for the attainment of the proposed junior-high-school objectives is set forth in a comprehensive manner. In this connection the general topics receive treatment and also the particular subjects of the high-school curriculum. In dealing with the management of study helps it may be noted that in accordance with modern practice the school library receives adequate attention from the authors.

WASHBURN, EARLE L. Accounting for universities. New York, The Ronald press company [1926] viii, 126 p. tables, forms. 12°. (Monograph library—no. 41.)

Out of his experiences as auditor of New York University, Mr. Washburn has prepared this brief treatise, which suggests and explains methods of keeping the financial records of universities and preparing the annual report and budget, so as to afford the most efficient control over the finances of these institutions.